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ABSTRACT

This resource guide establishes guidelines for the effective development, implementation, and management of a supplemental services program to serve disadvantaged, handicapped, and limited-English-speaking students in vocational education programs (especially in Colorado). The guide provides an overview of the necessary components of a supplemental services program, including recommended practices. In addition, sample forms, brochures, and lists of materials and community resources are included to assist in the development and operation of the program. The nine chapters of the guide cover these facets of a supplemental services program: (1) overview of supplemental services; (2) related legislation; (3) role and function of supplemental services coordinators; (4) vocational assessment; (5) secondary-level program implementation; (6) postsecondary-level program implementation; (7) advisory committees; (8) public relations; and (9) program evaluation, reporting, and funding. An 81-item bibliography concludes the guide. Relevant appendixes are attached to each chapter. (KC)

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Resource Guide to Supplemental Services

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INTRODUCTION:

Resource Guide to Supplemental Services

The resource guide was developed to establish written guidelines for the effective development, implementation, and management of a successful Supplemental Services program. These programs serve disadvantaged, handicapped, and limited English-speaking students enrolled in vocational education programs.

The Resource Guide to Supplemental Services provides an overview of the necessary components of a supplemental services program, including recommended practices. In addition, example forms, brochures, and lists of materials and community resources are included to assist in the development and operation of the program. Since duties and programmatic services are similar at the secondary and postsecondary level, the contents of this resource guide apply to both levels unless stated otherwise, as in the program implementation chapters. Please note the differences indicated for providing postsecondary services.

This manual is designed both for those who will be starting new supplemental service programs and for those supplemental service coordinators who want to enhance their current programs. Examples are included wherever possible to assist the Supplemental Services Coordinator and/or members of the Supplemental Services support team in delivering effective programs within their local school district or community college.

The manual design, a three-ring notebook with pages numbered by chapter and page, facilitates the addition of updated materials on a regular basis. This notebook will become the coordinator's handbook for implementation of Supplemental Services.

CHAPTER I. SUPPLEMENTAL SERVICES

The purpose of this chapter is to provide you with an overview of the Supplemental Services Program. Supplemental Services has been defined as a flexible support system providing special assistance, as needed, to individual handicapped, disadvantaged, and limited English-speaking students enrolled in vocational education programs at the secondary or postsecondary level. Services are designed to help students overcome their identified problems or to assist in modifying the vocational programs so that the student may succeed regardless of his/her problems. Emphasis is placed on access to resources and interagency cooperation in providing services. Examples of services include: remedial instruction in math or reading, providing of special equipment for handicapped students, and assisting of students in acquiring financial aid. (CCCOES)

There are four sections in this chapter: 1) The System, 2) Standards, 3) Identification of Students, and 4) Definition of Terms. Section 1, The System, outlines the governing body which oversees the Supplemental Services programs and other components of the system. Section 2, Standards, describes the program's goals and program criteria which must be met in order to establish a good Supplemental Services program. Section 3 is provided to assist you in identifying students who may need Supplemental Services. And finally, Section 4 provides definitions included to assist you in understanding the terminology.

I. The System CCCOES

The Colorado Community College and Occupational Education System is the administrative body through which the State Board for Community Colleges and Occupational Education governs the State System Community Colleges and implements policies for the delivery of occupational education throughout the state.

Colorado's system of community colleges and occupational education encompasses eleven state system community/junior colleges, four local district community colleges, Mesa State College, seven postsecondary area vocational schools and secondary vocational programs in 161 school districts. In addition, it approves and regulates 135 proprietary schools and training programs and serves as the state approving agency for veterans education.

Vocational education in the Department of Corrections, the Division of Youth Services, and various community-based organizations are also part of the System.

The two primary goals of the System are to contribute to Colorado's economic growth and stability and to develop the state's human resources.

The Colorado Community College and Occupational Education System has two departments -- Administration and Educational Services. The Educational Services Department provides approval and technical assistance to programs under the leadership of the Vice President for Educational Services. The Associate Vice President for Instructional Services oversees all program areas including Programs for Handicapped and Disadvantaged. Supplemental Service Programs are provided assistance by the program manager for this area. (See organizational chart.)

Program Manager -- Handicapped and Disadvantaged

The Program Manager for Handicapped and Disadvantaged works with the central office staff to provide assistance to programs funded through the Carl D. Perkins Vocational Education Act. (Entitlements for the handicapped and disadvantaged.) This includes making recommendations relative to allocation of funds, program approval, program review, and approval of changes in the use of funds awarded. The program manager also makes recommendations to programs relative to improvements in services and professional development needs. The program manager works closely with the special needs faculty at Colorado State University in providing technical assistance to districts and institutions offering services to handicapped and disadvantaged students. A network of resource teachers is established and managed by the program manager to serve as the primary contact to the field.

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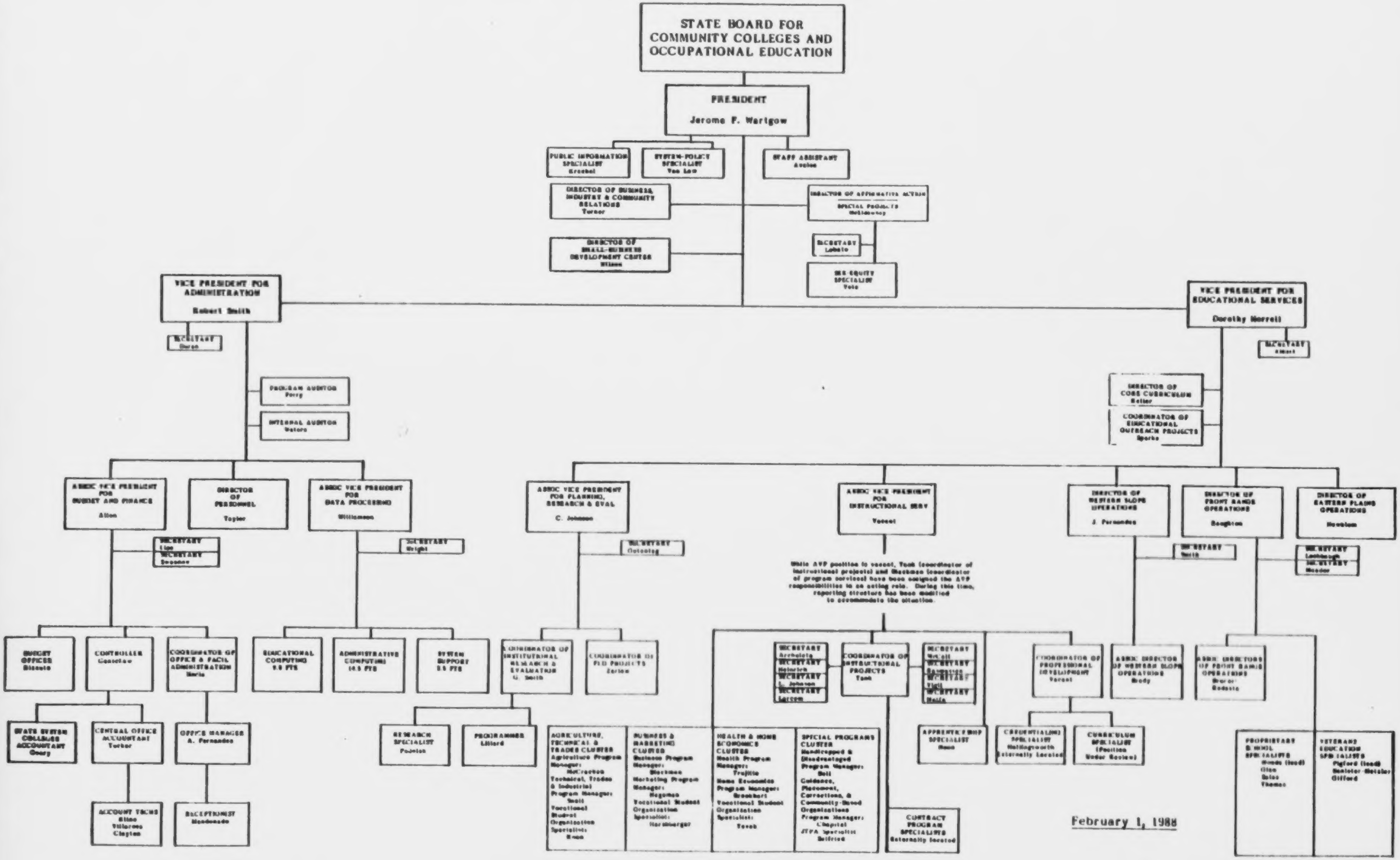
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While AVP position is vacant, Tank (coordinator of instructional projects) and Blackman (coordinator of program services) have been assigned the AVP responsibilities in an acting role. During this time, reporting structure has been modified to accommodate the situation.

February 1, 1988

Vocational Special Needs -- Teacher Education

The Special Needs Teacher Educators are university professors who also provide professional development services throughout the state. The teacher educators provide credentialing classes; inservice workshops to Supplemental Service personnel, counselors, vocational instructors, and vocational administrators; technical assistance; and program quality reviews. A more detailed description of these services follows:

> Credentialing Classes -- Four courses are currently offered both on and off campus. They are: Vocational Assessment for Special Needs Learners; Methods and Materials for Special Needs Learners; Vocational Education for Special Needs Learners; and Supplemental Service Delivery. A schedule of these classes can be obtained from the School of Occupational and Educational Studies at Colorado State University (303/491-6316). Persons seeking to renew their credentials or gain work experience credits may enroll in a Practicum, Independent Study, or Supervised Work Experience course. A discussion with a faculty member must occur prior to enrollment in one of these courses. Courses can also be designed specifically for your district, school or staff, and are provided at your request.
>
> Inservice Workshops -- Workshops are designed at the request of special services personnel or vocational administrators. Content, length, and design are individually planned with the local school district or community college. Topical areas could include, but are not limited to, vocational assessment, transitional planning, high risk youth, and curriculum modification.
>
> Technical Assistance -- Service includes planning, reviewing, and assisting Supplemental Service Coordinators implement the four assurances of the Carl Perkins Vocational Education Act. Teacher/educators and trainers will provide assistance, advice, and help in any requested area related to providing services to handicapped, disadvantaged, and limited English-speaking students in vocational education. Assistance to individual teachers is also available.
>
> Program Quality Review -- This consists of on-site evaluation of the Supplemental Service Program.

COLORADO STANDARDS
FOR
VOCATIONAL EDUCATION PROGRAMS

February 1987

DIVISION OF EDUCATIONAL SERVICES
COLORADO COMMUNITY COLLEGE AND OCCUPATIONAL EDUCATION SYSTEM
1391 North Speer Boulevard, Suite 600
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PREFACE

The Colorado Standards for Vocational Education Programs (Section I) and the Supplemental Services Specific Program Criteria (Section II) included in this publication have been developed to advise local administrators, vocational instructors, and advisory committee members of those factors which the Colorado Community College and Occupational Education System (CCCOES) considers to be of major importance in the delivery of high quality vocational education programs.

The standards and specific program criteria are designed to assist local education agencies and the system staff in managing the following:

- o New program development
- o Evaluation and review of current programs
- o Technical assistance.

Section I contains the standards of quality for all state-approved vocational programs (secondary and postsecondary). These standards are required by state statutes, federal laws and/or by officially promulgated rules and regulations; they are mandatory. Violation of one or more of the standards in Section I is cause for denial of initial approval or for immediate withdrawal of state approval of the vocational programs and the supporting state or federal funding.

Section II contains those specific program criteria in each program area which are considered to be essential for quality vocational programs.

The CCCOES staff will exercise judgment to determine if violation of one or more of the program criteria in Section II is cause for recommending denial of initial approval, or withdrawal of state approval or additional technical assistance.

It is intended that the standards and specific program criteria, along with the Quality Vocational Program Review and Improvement Process (Q-Process), be used by the system staff and local administrators and instructors to improve the quality of educational opportunity for the students.

SECTION I

Colorado Standards for Vocational Education Programs

The following standards, which are mandatory and must be implemented, are applicable to all state approved vocational education programs in local school districts and postsecondary institutions. In each instance, the specific legal reference is noted and included in the appendix.

Teacher Qualifications:

1. Instructors possess a current and valid vocational credential issued by the State Board for Community Colleges and Occupational Education in the program area in which they teach[1].

2. Instructors teaching secondary students possess a current and valid teaching certificate with the appropriate endorsement as required by the Colorado Department of Education[1].

Program Approval:

3. A VE-120 Program Proposal is on file which assures compliance in the following areas[2], CRS 23-60-209.

   A. Programs are designed and are of sufficient length to provide occupational skills and related knowledge and attitudes to meet the student's occupational objective as well as the requirements of business and industry for entry level employment.

   B. The establishment, maintenance and/or expansion of specific occupational programs is justified by either local or state surveys of business and industry needs.

   C. Program advisory committees are utilized to assist school administrators and teachers in promoting, planning, conducting and evaluating each program.

   D. A vocational advisory council is utilized to assist in overall promoting, planning, coordinating, and evaluating all the vocational education programs in Local Education Agency.

   E. Programs are conducted in approved facilities which are sufficiently equipped to permit adequate training and education for the number of students enrolled.

   F. Programs utilize instructional equipment which is reflective of that found in the occupation for which training is provided.

   G. Leadership development activities are an integral part of the instructional program. Students at the secondary level are offered individual membership on a voluntary basis in one of the recognized vocational student leadership organizations appropriate for the program area. The student leadership development component of the program has a planned and written program of activities which meets the needs, abilities and interests of the students. Students at the postsecondary level either participate in a recognized vocational student organization, in a professional organization related to their career area, or in other appropriate leadership activities determined by the local educational institution.

H. Programs are designed to enable a student to articulate from one level/system to another without unnecessary duplication of educational experiences.

4. A VE-120 Program Proposal is submitted at least every five years for continued approval by the Colorado Community College and Occupational Education System staff[3].

5. All approved programs are evaluated at least every five years[4].

6. Associate Degree programs are in compliance with policies which are approved by the State Board for Community Colleges and Occupational Education and in agreement with the Colorado Commission on Higher Education[5].

Health and Safety:

7. Instruction in the safe use of facilities, equipment and materials is provided prior to the time the students will use such facilities, equipment, and/or potentially hazardous materials[6].

8. All state and federal safety standards are instituted including the following provisions[6].

   A. Safety rules are posted in the facilities and are enforced.
   B. Fire extinguishers and emergency exits from the facilities are identified and evacuation routes are posted.
   C. The Colorado Eye Safety Act is adhered to at all times.

Student Rights and Other Compliance Factors:

9. Provisions are made to assure that no student is unlawfully denied an equal opportunity to benefit from occupational education on the basis of race, color, national origin or handicap[7].

10. Strategies are developed and implemented by the Local Education Agency to eliminate sex discrimination and sex role stereotyping in occupational education[7].

11. Occupational Programs for each handicapped student are planned and coordinated as part of the "Individualized Educational Plan"[8].

12. Programs are in compliance with related state or federal agencies statutes, rules and regulations, or standards (see Appendix B).

Cooperative Education (See Appendix C for Definition of Cooperative Education and Paid-Unpaid Work Experience):

13. The cooperative education component is sponsored by the educational institution[4] is delivered in cooperation with local business and/or any governmental organization or agency through specialized in-the-school instruction provided by qualified teachers and on-the-job training[9].

14. The educational institution sponsoring the cooperative education component of a vocational program must negotiate with the employer to assure the employed student will be paid a salary by the employer[10].

15. The sponsoring educational institution and the employer will cooperatively develop a written training agreement which includes a plan for the expected achievements of the student during on-the-job training experiences[11].

Workmen's Compensation for Unpaid Work Experience:

The employer and educational institution will negotiate a reasonable level of compensation for the employer's expense of providing the Workmen's Compensation and liability insurance while the student is participating in an unpaid work experience (Workmen's Compensation Act. Section 1, 8-41-105).

APPENDIX A

LEGAL REFERENCES FOR COLORADO STANDARDS FOR VOCATIONAL EDUCATION PROGRAMS

1. Colorado Revised Statutes (CRS) 23-60-303.

2. CRS 23-8-102 - and the Colorado Vocational Act, Rules and Regulations, 1984, Section IV; CRS 23-60-102, (1) (2) (3)- Powers and Duties of the SBCCOE; and CRS 23-60-301,302, and CRS 23-60-209.

3. 1984 Carl Perkins Act, Section 115, (a), (1).

4. Colorado Vocational Act, CVA, Rules and Regulations, Section VIII and 1984 Carl Perkins Act, Section 113 (9), (C).

5. CRS 23-60-102.

6. Occupational Safety and Health Act - 29, Code of Federal Regulations 1970, amended 1978).

7. 1964 Civil Rights Act, Title VI, and Title IX.

8. Education of the Handicapped Act, PL 94-142.

9. Workmen's Compensation Act, CRS, 1973, Section 1, 8-41-105 (7), (c).

10. Fair Labor Standards Act, Federal Wage and Hour Law.

11. Carl Perkins Act, Title V, Part B, 521(7).

APPENDIX B

RELATED STATE AND FEDERAL AGENCIES STATUTES, RULES, REGULATIONS, AND STANDARDS

The State Board of Nursing in the Licensed Practical Nurse and Associate Degree Nursing Programs; the Federal Aviation Administration Act in the Air Frame and Powerplant programs; Fair Labor Standards Act; Child Labor Laws; Civil Rights Act; Department of Labor and Employment; Department of Social Services; Handicapped Children's Act; Carl Perkins Act; Privacy Act; Workmen's Compensation Act; Rehabilitation Act; Higher Education Statutes; Vocational Education Credentialing Guidelines; Department of Education Certification requirements; etc.

APPENDIX C

DEFINITION OF COOPERATIVE EDUCATION AND PAID/UNPAID WORK EXPERIENCE

COOPERATIVE EDUCATION:

A method of instruction of vocational education for individuals who, through written cooperative agreements between school and employers, receive vocational and academic instruction in the classroom alternating with a related job experience. The school and job experiences must be planned and supervised by the school and the employer. [Carl Perkins Act, Title V, Part B, 521, (7)]

PAID WORK EXPERIENCE is required by law when the cooperative education student is:

1. Performing the same functions of an employee on-the-job;
2. Directly supervised on-the-job by the employer or the employer designee; indirectly supervised by the vocational instructor.

UNPAID WORK EXPERIENCE - On-the-job training for work experience is unpaid when:

1. The student is performing specialized projects/activities at the job site rather than functions of an employee;
2. The student is directly supervised by a vocational instructor credentialed in the occupational area for which the student is training.
3. The training experience is for the benefit of the student rather than the employer;
4. The student does not displace regular employees;
5. The student is assigned specific activities/projects and ~~are~~ is indirectly supervised by the employer.

TYPES OF UNPAID WORK EXPERIENCE:

CLINICAL TRAINING - a method of instruction within a vocational health occupation program which provides supervised work experience at a health care facility under the supervision of a credentialed health occupation instructor.

Internship - an optional component of any educational program which is designed to provide experience with on-the-job activities or projects which are directly related to the students major field of study.

Supervised Occupational Experience - an industry, education partnership which provides for students to apply knowledge, skills and competencies in a practical, hands-on manner within an occupational area and under the supervision of a credentialed vocational instructor.

COLORADO COMMUNITY COLLEGE AND OCCUPATIONAL EDUCATION SYSTEM

SECTION II

SUPPLEMENTAL SERVICES SPECIFIC PROGRAM CRITERIA

May 9, 1988

General Description

Supplemental Services is designed to provide special assistance, as needed, to handicapped and disadvantaged students in order for them to succeed in approved vocational education programs in Colorado secondary and postsecondary institutions. Each student served must meet one of the following definitions of "disadvantaged" or "handicapped" as specified in the Carl D. Perkins Vocational Education Act of 1984, Section 521, (12) and (15):

"Disadvantaged means individuals (other than handicapped individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational education programs. The term includes individuals who are members of economically disadvantaged families, migrants, individuals who have limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school. For the purpose of this definition, an individual who scores at or below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (where the grade "A" equals 4.0) or who fails to attain minimal academic competencies may be considered 'academically disadvantaged.' The definition does not include individuals with learning disabilities."

"Handicapped, when applied to individuals, means individuals who are mentally retarded, hard of hearing, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance."

These services are intended to help disadvantaged or handicapped students succeed in vocational education by either assisting them in overcoming their problems or by modifying the programs so that they might succeed in spite of their problems.

The following standards for Supplemental Services are in addition to those general standards applicable to all vocational education programs listed in Section I:

Factor #1 - Legal Compliance (Carl Perkins Vocational Education Act)

In addition to the standards in Section I, the following standards are mandatory and must be implemented:

1. Written criteria for determining student eligibility for Supplemental Services as described in the Carl Perkins Vocational Education Act are available to staff, students and parents as appropriate. (Refer to definitions of "Disadvantaged" and "Handicapped" in the General Description.)

2. Factors that impede the achievement of the student's occupational objective will be identified in a written document (student profile, Individualized Education Plan, etc.) and results of service are documented.

3. The student has an opportunity for input into the development of his/her supplemental services plan.

4. Vocational programs must be modified to meet the individual needs of handicapped and disadvantaged students as needed and appropriate.

5. Information on vocational education programs and criteria for eligibility will be provided by the local educational agency to handicapped and disadvantaged students and their parents prior to the beginning of the ninth grade (secondary only).

6. Students shall receive assessment of their abilities, interests and special needs as they relate to completing successfully the vocational education program.

7. Students shall receive special services to meet their special needs. These services include adaptation of curriculum and instruction, materials, equipment and facilities; and tutoring, interpreting, and consultation with instructors.

8. Students shall receive guidance, counseling and career development activities provided by a qualified counselor.

9. Students shall receive counseling services designed to facilitate the transition from school to post-school employment and career opportunities.

Factor #2 - Instructional Support

1. Supplemental Services will provide support to the instruction of basic, functional, and/or applied skills

and vocational skill training correlated to job training or vocational education programs.

2. Supplemental Services will assure the availability of support services in the instruction of life management and independent living skills, as needed.
3. Supplemental Services will coordinate job placement activities and will document that students are made aware of jobs and services in the community.
4. Supplemental Services will coordinate career development and job-readiness training for special needs students. These activities must be documented.
5. Records, including progress reports, will be maintained by the Supplemental Services staff for students referred and served by support services.
6. Special needs students will be provided support services as needed to participate in vocational student organizations or other leadership development activities that are an integral part of the instructional program.
7. Supplemental Services Coordinators should be part of the staffing process to enroll special needs students in vocational education programs, as needed.

Factor #3 - Personnel

1. Supplemental Services Coordinators must hold a Supplemental Services Specialist Colorado Vocational Credential.
2. The Supplemental Services Coordinator has responsibility to educate institutional staff about special needs students.
3. Supplemental Services staff will have access to professional development activities.

Factor #4 - Program/Student Evaluation

1. Supplemental Services Coordinators will obtain feedback from vocational instructors on Supplemental Services provided and on student performance.
2. Student's progress and change will be measured and documented at regular intervals by the service provider.
3. Students will evaluate the Supplemental Services provided.

4. Supplemental Services staff will document the results of services for each student served during the school year.

5. The advisory committee will assist in the evaluation of services provided to special needs students.

6. A record of student services, referrals, progress and outcomes will be maintained for accountability and audit purposes for five years.

Factor #5 - Facilities, Materials, and Equipment

1. The physical facilities and environment will be appropriate, adequate, and non-discriminatory for special needs students receiving Supplemental Services.

2. Adequate storage and security will be provided for Supplemental Services equipment, supplies, and student records.

3. Supplemental Services Coordinators will have access to office space and a telephone for confidential student and instructor consultations.

4. Instructional materials used by Supplemental Services Coordinators will be free of information which discriminates on the basis of age, sex, race, creed, national origin, or handicap.

5. The Supplemental Services Coordinator will arrange appropriate and adequate adaptations of vocational equipment when necessary for the student's vocational preparation.

6. Computer-assisted instruction will be available and utilized in Supplemental Services as appropriate.

7. A record of equipment and materials purchased will be maintained for five years.

Factor #6 - Internal and External Resource Utilization

1. An advisory committee will be utilized specifically for Supplemental Services.

2. The local advisory council for vocational education will provide for input from the Supplemental Service programs advisory committee.

3. Supplemental Services Coordinators will coordinate service delivery for special needs students with federal, state and local agencies, community-based organizations, business and industry, and will include

members from these agencies on advisory committees as appropriate.

4. Supplemental Services Coordinators will coordinate service delivery for special needs students with other relevant in-house staff such as vocational instructors, special education personnel, counselors and job placement specialists, as appropriate.

5. Parents will be included in the advisory committee membership (secondary). Students should also be included in advisory committee membership.

6. Supplemental Services Coordinators will provide progress reports to vocational instructors, as appropriate.

7. Parents (secondary only) and/or students will be given assessment and progress reports. Supplemental Services Coordinators will adhere to the requirements of the Family Privacy Act.

8. Supplemental Services Coordinators are encouraged to develop formal and informal interagency agreements between the local educational agency and outside service providers.

Factor #7 - Administration

1. The Supplemental Services Coordinator will do fiscal planning for Supplemental Services.

2. The budget for Supplemental Services may include the following:

   o Equipment and maintenance
   o Instructional materials
   o Consumable supplies
   o Support personnel (including salaries, benefits, travel, and staff in-service education).
   o Coordinator salaries, benefits, travel, professional development

3. Local administration will have a comprehensive plan for providing services to handicapped and disadvantaged students in their local application for federal vocational education funds.

4. Financial records for handicapped and disadvantaged will be kept separate from each other as well as from other funding categories.

5. Local administration will assist in evaluating Supplemental Services.

6. The Supplemental Services Coordinator will have access to the institution's follow-up data on students who have completed the vocational education program. The data may include information on the following:

   - Percent completed/graduated
   - Average salaries
   - Percent employed
   - Success and upward mobility.

III. IDENTIFICATION OF STUDENTS

The first step is to determine which students need support services. Generally, vocational teachers indicate there is a student(s) experiencing some difficulty in class. Often, students themselves seek assistance.

Identification and Common Characteristics of Disadvantaged Persons

Disadvantaged students may be identified through teacher observation, inquiry and examination of previous school records, and test scores. Interviewing the student, analyzing the student's vocational interests, personal adjustment, and character traits, are also significant in the identification process.

According to the Carl D. Perkins Vocational Education Act (1984) the term "disadvantaged" means individuals who are economically or academically disadvantaged and who require special services or assistance in order to succeed in vocational education. Lack of assistance or support often results in feelings of alienation or negative self-worth, unemployment, and societal costs of dependency.

Academically Disadvantaged

These individuals are not succeeding in a regular vocational education because of a lack of requisite academic skills. These skills often fall into the following areas:

Language:

Individuals in this group experience difficulty with reading and writing. A person in this category may have one or more of the following characteristics:

- -- Poor reading ability and limited formal vocabulary
- -- Inability to write or to communicate in writing
- -- Inability to relate written words to application of task
- -- Inability to comprehend meaning of written lesson
- -- Inability to express thoughts in writing.

Mathematics:

These individuals have an educational background in mathematics which is not adequate to allow performance at the level required by the vocational education program. A person in this category may have one or more of the following characteristics:

-- Serious difficulties in comprehending computational concepts
-- Poor recognition of mathematical symbols
-- Inability to relate mathematical formulas to classroom problems in vocational programs
-- Performance below grade level. (They have problems in general academic achievement and are often perceived as not motivated or underachievers.)

Economically Disadvantaged

An economically disadvantaged individual comes from a family whom the State Board identifies as "low income" on the basis of uniform methods, such as:

a. annual income at or below the official poverty line
b. eligibility for free or reduced priced school lunch
c. eligibility for AFDC or other public assistance programs
d. receipt of a Pell grant or comparable state program of need-based financial assistance
e. eligibility for participation in programs assisted under Title II of JTPA (P.L. 98-524).

Some of the characteristics of economically disadvantaged individuals and their families are:

o unemployment and/or irregular employment
o lack of entry-level employment skills
o lack of opportunities for employment training
o poor health and nutrition
o dependence on public assistance programs
o dependence on seasonal work
o lack of interest in steady employment
o little interest in, or training for, job advancement
o lack of educational encouragement
o poor personal hygiene habits
o tendency toward transient pattern
o low achievement expectancies
o history of broken family
o lack of authority figure(s) in home.

Source: Scott & Sarhees, 2nd edition 1985

Identification and Common Characteristics of Handicapped Persons

A handicapped person is one who is hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disabled, orthopedically impaired, health impaired, mentally retarded, or learning disabled who, because of this handicapping condition, cannot succeed in the regular vocational program without assistance. (Carl D. Perkins Vocational Education Act, 1984)

Secondary students have usually been identified as handicapped by the time they enter a vocational program. Postsecondary handicapped students may not have been identified prior to enrollment in vocational education, particularly if the handicap (disability) is not visible. Some adults prefer to be called "disabled". Categories of handicapping conditions are defined below: (P.L. 94-580, Carl Perkins Vocational Education Act)

Mentally Retarded

Individuals are considered to be mentally retarded when their rate of intellectual development is significantly less then the normal rate and their potential for academic achievement is estimated to be less than that expected of persons with a normal rate of intellectual development. The American Association on Mental Deficiency (AAMD) identifies four levels of mental retardation. Levels are listed according to severity.

Levels	Stanford-Binet Intelligence Test -I.Q. Scores	Wechsler Intelligence test -I.Q. Scores
Mild (EMR)	68-52	69-55
Moderate (TMR)	51-36	54-40
Severe	35-20	39-25
Profound	19 and below	24 and below

(Haring, 1978, p.104)

Levels of Mental Retardation

Characteristics may include the following:

- -- Immature or impulsive behavior
- -- Behavior inconsistent with chronological age
- -- Short attention span
- -- Ability to be easily distracted
- -- Short memory retention -- forgets previous learnings
- -- Poor language development -- uses short, unfinished sentences.

Learning Disabled

Learning disabled individuals exhibit a disorder in one or more basic psychological processes involved in understanding or using spoken or written language. These processes may include listening, thinking, reading, writing, spelling, or simple computing. The term includes conditions which have been referred to as perceptual handicaps, minimal brain injury, brain dysfunction, dyslexia, developmental aphasia, etc. This category does not include learning problems which are primarily due to visual, hearing, or motor handicaps, mental retardation, emotional disturbances, or environmental disadvantages.

Characteristics may include the following:

- -- Limited attention span for visual tasks
- -- Problems understanding written directions
- -- Repetition or omission of words when reading; confusion of words that look alike
- -- Confusion of foreground and background
- -- Reading difficulty
- -- Inability to follow oral directions (frequently asks for instructions to be repeated)
- -- Hyperactivity -- greater motor activity than other students
- -- Inability to distinguish between similar sounding words (e.g., map-nap, pin-pen)
- -- Inability to remember what has been discussed in class
- -- Average or above average intelligence.

Seriously Emotionally Disturbed

Individuals with this handicap suffer an inability to govern their own behavior. They usually have problems with self or others. An individual in this category may exhibit one or more of the following characteristics:

- -- Unusual intensity
- -- Easy frustration
- -- Over-sensitivity to criticism; negative self image
- -- Demanding attention
- -- Criticism of self or others
- -- Repeated classroom disruption
- -- Failure to participate in activities
- -- Inappropriate or immature behavior under normal conditions
- -- Inability to evaluate personal behavior in terms of consequences for self or others
- -- Apparent unhappiness or depression.

Orthopedically Handicapped

These individuals have a limited ability to mobilize themselves, sit in a classroom, and/or use materials or equipment for learning because of muscular, skeletal, or neuromuscular impairment. An individual in this category may have one or more of the following characteristics:

- -- Unusual muscle tone (loose, tight); use of compensating movement patterns
- -- Absence of limb or deformity of limb
- -- Lack of motor control and coordinated movement

- -- Unusual posture, gait
- -- Slow movement, lack of joint flexibility because of painful infections in joints
- -- Possible seizure activity.

Visually Handicapped

These individuals are severely limited in their ability to see. State laws and regulations establish the criteria for diagnosis and classifications of visual handicaps. An individual who is visually handicapped may have one or more of the following characteristics:

- -- Holding of objects at inappropriate distance (close to eyes or far away)
- -- Rubbing, squinting, or rolling eyes; shutting or covering one eye
- -- Sensitivity to bright lights
- -- Inattention to or avoidance of visual objects or tasks such as looking at pictures; approaching tasks tactually
- -- Awkwardness in activities requiring hand-eye coordination (e.g., hammering a nail, welding); losing place; having trouble localizing vision for near and distance tasks
- -- Avoidance of tasks requiring close eye work
- -- Easily fatigued, complaining of headaches following tasks involving vision.

Hearing Impaired

Individuals in this group have a hearing loss that may adversely affect their success in vocational education. State laws and regulations establish the criteria for diagnosis and classification of hearing impairments. An individual who has a hearing impairment may have one or more of the following characteristics:

- -- Frequent failure to respond to questions
- -- Apparent inattention, especially when auditory activities are taking place
- -- Frequent requests to have words or questions repeated
- -- Repeated inability to hear in a group
- -- Holding head in a peculiar position when spoken to; turning one ear to speaker
- -- Inability to tell from which direction sounds come; inability to tell who is speaking in a group
- -- Omission of certain sounds from speech, substitution of others; or mispronouncing simple words.

Speech Impaired

These individuals have speech patterns that differ from the normal to an extent which is noticeable. Some speech disorders are articulatory, vocal, stuttering and delayed speech. There are also speech disorders associated with cleft palate, hearing impairment, or cerebral palsy. An individual in this category may have one or more of the following characteristics:

- -- Unusually slow or quick speech
- -- Speech that is characterized by substitutions, omissions, additions, or distortions of speech sounds
- -- Stuttering -- repetition of initial sounds, syllables or entire words
- -- Substituting one letter for another.

Other Health Impaired

This group of individuals may have limited strength, vitality, and alertness because of chronic health problems such as heart conditions, tuberculosis, rheumatic fever, nephritis, infectious hepatitis, infectious mononucleosis, asthma, hemophilia, epilepsy, leukemia, diabetes, and other illnesses. An individual in this category may exhibit the following characteristics:

- -- Frequent absence
- -- Appearing tired, thin, etc.

Multi-handicapped

Individuals in this group have a combination of handicapping conditions, each of which must be considered in planning or modifying programs.

(All definitions in this section were adapted from the Carl Perkins Act of 1984.)

DEFINITION OF TERMS

Advisory Committee

A group of persons who provide advice and assistance to the supplemental services coordinators about employment of students and program operation.

Advisory Council

A group of persons, usually from outside the field of education, selected because of their knowledge and expertise in certain areas to advise educators on vocational programs.

Agriculture Education

Instruction that serves a major component of Colorado's economy through a full range of programs, including processing and distribution of agricultural products and an increasing emphasis on farm and ranch management and agribusiness.

Alternative Vocational Education Programs for the Handicapped

Programs that provide options to secondary schools that will enhance the opportunities for handicapped youth through age 21 to obtain vocational job training and other supportive skills, including vocationally related academic education, in a manner that will optimize their abilities to enter the job market successfully and maintain competitive employment. Close cooperation with other service providers and agencies for support services and job related support, as well as enhancement of existing vocational education programs, enable handicapped students to succeed in regular vocational programs.

American Vocational Association

A national, nonprofit professional organization devoted exclusively to the development and promotion of vocational, technical and practical arts education. Members include teachers, teacher-educators, administrators, supervisors, researchers, curriculum development specialists, guidance counselors, and persons from business, industry and other fields outside of professional education.

Appropriations

Funds granted by federal or state governments for specific purposes.

Area Vocational School or Center

A school or program involving a large geographical territory usually including more than one local basic administrative unit. It offers specialized training to high school students who are preparing to enter the labor market and provides vocational or technical education to persons who have completed or left high school and are available for full-time study. These schools are sponsored and operated by local communities or by the state.

Audit

An examination and verification conducted by state or federal agencies of records, funds, and services provided.

Audit Exception

Noncompliance with the requirements and procedures specified in a contract (i.e., VE-120SS).

Authorization

A maximum sum of money designated by the Congress in the enabling legislation for purposes of program. In no event, however, are funds made available for expenditure until a specific appropriation bill is enacted. The amount of appropriation may be less than the amount of authorization.

Business Education

A program of instruction which consists of two parts: (a) Office education--a vocational education program for office careers involving initial, refresher, and upgrading education leading to employability and advancement in office occupations, and (b) general business education--a program providing students with information and competencies which are needed in managing personal business affairs and in using the services of the business world.

Career

The totality of work one does in his or her lifetime as an employee, family member, and citizen of the community.

Career Awareness

The first stage of career education, beginning in the early elementary years. This stage really never ends. It is important for this stage to begin early in children's lives so they can learn more about themselves (self-awareness) and develop feelings of self-worth and confidence. This will assist them in: (1) developing a work personality that helps them perceive themselves as workers; (2) becoming aware of different jobs; and (3) developing work values, attitudes and other attributes appropriate to their unique abilities and needs.

Career Development

A lifelong process which involves a series of experiences, decisions, and interactions which, when taken cumulatively, result in the formulation of a viable self-concept and provide the means through which that self-concept can be implemented both vocationally and avocationally.

Career Education

The development of the skills and knowledge through which individuals fulfill their own unique needs with regard to occupational choice, social responsibility, leisure time activity, and personal development. It involves all aspects of self related to career awareness, exploration and preparation for the world of work. It occurs from grades K through adult.

Career Exploration

Career exploration is the second stage of career education. This stage should be particularly emphasized during the junior high school years. During this stage students should be given the chance to examine first-hand a number of occupational groupings such as agricultural work, office work, home economics, public service jobs and industrial positions. They should be allowed to obtain various hands-on experiences both in and out of school.

Career Preparation

The third stage of career education. This stage usually occurs during the senior high school years and finds the student beginning to develop and to clarify personal-social and occupational knowledge and skills. Specific interests, aptitudes and competencies of the student should be more clearly delineated in this stage relative to the life-style the student desires.

Carl D. Perkins Vocational Education Act (P.L. 98-524)

An Act which continues federal assistance for vocational education for five years, replacing the Vocational Education Act of 1963. There are two major themes of P.L. 98-524: "to make vocational education programs accessible to all persons, including handicapped and disadvantaged persons, single parents and homemakers, adults in need of training and retraining, persons participating in programs designed to eliminate sex bias and stereotyping in vocational education, and incarcerated persons" and "to improve the quality of vocational education programs in order to give the nation's work force the marketable skills needed to improve productivity and promote economic growth."

Central Staff

The staff and administration of the CCCOES.

(CIP Code/Code Number) Classification of Instructional Programs

The code number for specific vocational education programs as assigned by the National Center for Educational Statistics.

Colorado Community College and Occupational Education System (CCCOES)

The state administrative and governing authority for community colleges and vocational education.

Community-based Organization

Any private nonprofit organization which is representative of communities or significant segments of communities and which provides job training services. (Proposed regulations for PL 98-524 issued January 25, 1985.)

Competency Profile

A system for identifying competencies the student has learned. This is used in lieu of subjective grades.

Competitive Employment

Employment held by a worker in which his/her performance conforms to the established standards within the plant, business or industry.

Consumer and Homemaking Education

Education designed to help individuals and families improve home environments and the quality of personal and family life. It includes instruction about food and nutrition, child development, clothing, housing, family relations, and the management of resources with emphasis on selection, use, and care of goods and services, budgeting, and other consumer responsibilities.

Cooperative Program

An organizational pattern for preparatory instruction which involves regularly scheduled part-time employment that allows students to experience theory in practice while developing competencies through supervised training on a job related to their occupational objective.

Cooperative Vocational Education Program

A method of vocational instruction for individuals who, through written cooperative arrangements between the school and employers, receive instruction in school and on the job. The two experiences must be planned and supervised by the school and employers so that each experience contributes to the students' education and employability. (Carl D. Perkins Vocational Education Act, 1984.)

Coordinating Teacher (or Teacher-Coordinator)

A member of the school staff who teaches the related and technical subject matter involved in work experience programs and coordinates classroom instruction with on-the-job training.

Coordinator (Cooperative Education)

A member of the school staff responsible for administering the school program and resolving all problems that arise concerning school regulations as they relate to on-the-job activities of the employed student. The coordinator acts as liaison between the school and employers in cooperative education programs or other part-time job training.

Curriculum

The series of courses designed to cover the instruction in a designated field. It may refer also to the whole body of courses offered in an educational institution.

Daily Living Skills

The basic capabilities (such as grooming and use of the public transportation system) that are usually considered prerequisites to employment. (Also referred to as "prevocational skills.")

Directors and Associate Directors of Field Operations

Central service staff members who have been assigned the responsibility of working with local administrators on matters dealing with vocational education in a specific geographical area.

Disadvantaged

Individuals (other than handicapped individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational education programs. The term includes individuals who are members of economically disadvantaged families, migrants, individuals who have limited English proficiency and individuals who are dropouts from school, or who are identified as potential dropouts.

> Academically disadvantaged are individuals who score below the 25th percentile on a standardized achievement or aptitude test, whose school grades are below 2.0 on a 4.0 scale, or who fail to attain minimal academic competencies (Missouri Linc, 1987).
>
> Economically disadvantaged are individuals whose family income is at or below poverty level, who (or whose parent or guardian) is unemployed or the recipient of public assistance or who is institutionalized under state guardianship.

Due Process

Due process is a procedure which seeks to insure the fairness of educational decisions and the accountability of both professionals and parents making these decisions for students labeled as special education IEP in compliance with P.L. 94-142, ages 3-21, and who have not graduated from high school. It can be viewed as a system of checks and balances concerning the identification, evaluation, and provision of services regarding handicapped students.

Education for All Handicapped Children Act

A law passed by Congress in November 1975 whose essential purpose is to ensure that all handicapped children be provided with a free, appropriate education at public expense.

English-as-a-Second Language (ESL)

The teaching of English to persons whose native language is not English (Bilingual Vocational Education Project, 1979).

Equal Access (Vocational Education)

The emphasis of the Carl Perkins Vocational Act is to mainstream handicapped students into regular vocational education programs. Provision must be made for handicapped students to have the same opportunities in recruitment, enrollment and placement and to the full range of vocational programs available to nonhandicapped, including: (1) occupationally specific courses of study, (2) cooperative education, and (3) apprenticeship programs.

Excess Costs

Those costs which are in excess of the average annual per-student expenditure in a local education agency during the preceding school year for an elementary or secondary school student, as may be appropriate, and which shall be computed after deducting (A) amounts received under this subchapter or under Title I or Title VII of the Elementary and Secondary Education Act of 1965, and (B) any State or local funds expended for programs which would qualify for assistance under this subchapter or under such titles.

Follow-up

Maintaining contact with the student to determine the effectiveness of the vocational education program and/or other training.

Grades

A system of evaluation used to identify student achievement in a content area.

Grading

The process of assigning qualitative numbers or letters to student tasks in order to indicate the quality of achievement or degree of completion. Grading is one component of evaluation. (Missouri Linc - Measuring and Evaluating Student Progress Module, 1987)

Handicapped

Handicapped, when applied to individuals, means individuals who are mentally retarded, hard of hearing, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance.

Health Occupations Education

Courses and planned experiences designed to impart knowledge and develop understandings and skills required to support the health professions. Instruction is organized to prepare students for occupational objectives concerned with assisting qualified personnel in providing diagnostic, therapeutic, preventative, restorative, and rehabilitative services, and includes understandings and skills essential to the care and health services.

High Risk Students

Students who have documented academic, emotional or physical problems which interfere with successful completion of the school program. (JTPA letter 8603)

Home Economics

The term used to designate the professional field; includes the education and training necessary for professional positions in subject-matter areas of home economics, such as: home economics education, dietetics, cooperative extension, home economics and journalism, foods and nutrition, institution administration, textiles, clothing and design, human development and the family, family economics and management, social welfare, public health, research.

Individualized Education Plan (IEP)

A written plan of instruction for each handicapped child, developed in a staffing by the teacher, the parents or guardian of the child, whenever appropriate, the child, and a representative of the local educational agency or an intermediate educational unit who shall be qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of handicapped children. The plan of instruction shall include (A) a statement of the present levels of education performance of such child; (B) a statement of annual goals, including short-term instructional objectives; (C) a statement of the specific education services to be provided to such child, and the extent to which such child will be able to participate in regular educational programs; (D) the projected date for initiation and anticipated duration of such services; and (E) appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.

Individualized Written Rehabilitation Plan (IWRP)

An individualized planning tool required by Vocational Rehabilitation for each of its clients.

Job

A task.

Job Analysis

A listing of the steps of a job together with safety measures, technical information and procedures concerned with its accomplishment. The list usually includes tools, machines, materials and skills used in completing the tasks.

Job Description

A systematic listing of the tasks and duties in a paid job together with such factors as the knowledge required, relationships involved, and working conditions.

Job Modification

A service which provides assistance in adapting the work environment and the work duties to the student's needs.

Job Placement

A procedure enabling individuals to be "placed" in the labor market or to become employed. This requires knowledge of job requirements, the labor market, and an individual's abilities and limitations. This service provides assistance in obtaining employment for job-ready individuals.

Job Readiness

The condition of being ready for job placement. A "job ready" individual has competitive employment ability, as well as basic knowledge of job seeking skills.

Job Seeking Skills

Those skills that enable a person to seek out job openings and apply for them. This includes knowledge of where to find information about job openings, how to fill out an application, and how to handle an interview.

Job Training Partnership Act (P.L. 97-300)

An act which provides comprehensive training, and employment for untrained and unemployed residents by linking government with private industry.

Least Restrictive Environment (LRE)

According to PL 94-142, the placement of children in the least restrictive environment means that to the maximum extent appropriate, handicapped children should be educated with children who are not handicapped. The removal of handicapped children to special classes should occur only when the nature of severity of their handicap prevents them from successfully being educated in regular classes with the use of supplementary aids and services.

Limited English Proficiency (LEP)

Limited-English-proficiency (LEP) individuals are those who:

1. were not born in the United States or whose native language is a language other than English;
2. come from environments where a language other than English is dominant; and
3. are American Indian, Alaskan native students or who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and, who by reason thereof, have sufficient difficulty speaking, reading, writing or understanding the English language to deny them the opportunity to learn successfully in classrooms where the language of instruction is English; or, to participate fully in our society (P.L. 98-524).

Local Administrator

The individual in an LEA responsible for administrative matters related to the Colorado Community College and Occupational Education System's administrative procedures and processes for managing the vocational education programs. This person is the contact for all vocational matters relating to the administration of vocational education.

Local Director of Vocational Education

The educational administrator charged by the local board of education with the responsibility for developing, planning, and implementing vocational education in a local school system.

Local Education Agency

A public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or such combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary or secondary schools. It also includes any other public institution or agency having administrative control and direction of a public elementary or secondary school.

In Colorado, Local Education Agency refers to the local school districts including high schools, area vocational schools, state system community colleges, local district community colleges, Mesa College, and other educational entities which are eligible to apply for and receive federal or state financial support of vocational education programs, activities, and services.

Mainstreaming

An educational placement procedure and process for exceptional students, based on the conviction that each student should be educated in the least restrictive environment in which his educational and related needs can be satisfactorily provided. This concept recognizes that exceptional students have a wide range of special educational needs, varying greatly in intensity and duration; that there is a recognized continuum of educational settings which may, at a given time, be appropriate for an individual student's needs; that to the maximum extent appropriate, exceptional students should be educated with non-exceptional students; and that special classes, separate schooling, and other removal of an exceptional student from education with non-exceptional students should occur only when the intensity of the student's special education and related needs is such that they cannot be satisfied in an environment including non-exceptional students, even with the provision of supplementary aids and services.

Marketing Education

Marketing Education programs are designed to develop competent workers in and for the major occupational areas within marketing, to assist in the improvement of marketing techniques and to build understanding of the wide range of social and economic responsibilities which accompany the right to engage in marketing businesses in a free enterprise system.

Modification of Instruction

Any change made in the instructional component(s) of the approved vocational education curriculum needed to meet the student's individual educational program. Some of these changes are made in (1) addition and/or modification of instructional materials; (2) the assignment of personnel necessary to meet the student's individual needs and/or to increase the size-effectiveness ratio; (3) the process of instruction - the identification of the most effective methods and techniques necessary for the utilization of materials of the curriculum - the type, sequence, duration, and content of the instructional units that constitute the program curriculum.

On-the-job Training (OJT)

Training which allows an individual to learn a specific occupation or a portion of a job assignment under actual employment conditions. There should be a reasonable expectation that the student/client will be hired by the employer following on-the-job training and that the student/client will attain adequate skills to reach and maintain the vocational objective. All on-the-job training programs must be formalized in written form to include the specific skills or duties that will be learned and the time frame for learning these.

Production Rate

The rate at which a worker produces goods or performs services. Production rate may be measured in amount of time required to complete a task, number of work units completed in a specific period of time, and/or number of errors made or amount of scrap produced.

Program Standards

Criteria designed to serve as guides in the establishment, maintenance and evaluation of quality vocational education programs.

Referral

The point of entry into the Supplemental Services Program. The student or a vocational teacher may make the referral to Supplemental Services. This starts the process of determining what specific services the student may need in order to successfully complete the vocational program.

Reimbursable Vocational Program

Any vocational program which is conducted in accordance with the provisions of the state plan for vocational education and is thus eligible to receive federal vocational education funds.

Related Instruction

Instruction that targets basic life and employability skills. It is provided as part of the Work Experience program for special education students. It may be done through a regular class for credit or through some other arrangements. The instruction is delivered under the supervision of certified personnel.

Related Services

Services including transportation, and such developmental, corrective, and other supportive services (including speech pathology and audiology, psychological services, physical and occupational therapy, recreation, and medical and counseling services) required to assist the handicapped individual in benefiting from special education services.

Related Vocational Instruction

Basic math, reading and/or science skills required of students and necessary for their foundation to support the specific occupational training occurring in the vocational education course.

Sheltered Workshop

A place providing transitional and/or long-term employment in a controlled and protected working environment for those who are unable to compete or to function in the open job market due to their handicap. Vocational evaluation and work adjustment may also be available.

Special Cooperative Vocational Education

Programs that provide vocational education to disadvantaged persons who, through written cooperative arrangements (Training Agreements) between schools (or agencies) and employers, receive instruction through written Training Plans. This process provides for academic courses and related vocational classroom/laboratory instruction by alternation of study in school with on-the-job formalized training and instruction. These two experiences must be planned and supervised by the school or agency and the employers so that each contributes to the student's education, training and resulting employability. (Co. Voc. Act)

Special Education

Special instruction, at no cost to the parent, designed to meet the unique needs of a handicapped student, including classroom instruction, instruction in physical education, vocational education, home instruction, and instruction in hospitals and institutions.

Student Organizations

Associations or societies for students who are or have been enrolled in vocational education programs, with local, state and national units whose activities are an integral part of the instructional program.

Supplemental Services

Services provided to disadvantaged, handicapped, and limited English-speaking students who need assistance to succeed in vocational education. Services may include basic skills remediation related to vocational classes, support/assistance to vocational instructors, technical assistance, classroom modification, facility modification, assessment and transitional counseling.

Supplemental Services Coordinator

The person responsible for insuring that support service, assessment, career development and counseling, and transition services are provided to all disadvantaged, handicapped, and limited English-speaking students enrolled in vocational education.

Support Staff

Those who provide special accommodations or instructional support to students under the supervision of the Supplemental Services Coordinator.

Supported Employment

Supported employment is a type of paid employment in which appropriate ongoing services must be provided to a disabled employee in order for the individual to work productively. Specifically, severely disabled employees in a supported employment setting must (a) be engaged in part-time or full-time employment paid at a wage commensurate with the individual's ability to produce goods or render services and based upon current competitive per unit rates; (b) be provided continuous high intensity or periodic ongoing support and services in order to maintain employment, including support and assistance provided employers; and (c) be provided opportunities during the work day to integrate with non-disabled individuals other than those providing direct support services to the employee.

(Supported Employment as a Rehabilitation Service, IRI Prime Study Group I, October, 1985)

A supported work approach to competitive employment emphasizes structured assistance in job placement and job-site training. A job coordinator is available extensively for individualized one-on-one training and follow-up. A major focus of this model is to help individuals maintain their jobs.

Task Analysis

A step-by-step description of a procedure, operation or specified task in which the sequence is broken down into small units which can be assessed and taught.

Trade and Industrial Education (T&I)

The area of vocational education which is concerned with preparing for upgrading and/or retraining workers in a wide range of trade and industrial occupations. Preparation programs are offered at the 10th, 11th, and 12th grade levels to develop manipulative skills, safety judgments, trade ethics, leadership abilities, technical knowledge and related occupational information for industrial trade and technical occupations related to construction, communications, manufacturing, personal services and the transportation cluster.

Training Agreement

An agreement, prepared by the teacher-coordinator, indicating the period of training, hours of work, salary, and other pertinent information necessary to assure basic understanding of the student's position as a student learner in the cooperative education program.

Training Plan

A proposal that indicates what is to be learned by a specific student learner and whether it is to be taught in the classroom (group or individual instruction), shop or laboratory (on-the-job or project). The plan is derived from a realistic analysis of the tasks, duties, responsibilities, and occupational objectives of the student learner.

Training Site or Station

Any school, nonschool place of business, or industrial establishment where vocational education takes place; and/or a contracted vocational education program where a trainee/trainer relationship is established between the student and contractor.

Transition

A normal stage of life involving simple or complex changes in roles, locations, or relationships. These transitions can be as subtle as learning to walk, or as major as making a career change. Education, like other human experiences, is also subject to transitions, such as when a student moves from one level of education to the next, or when an individual evolves from the role of a student to the role of an adult in the world of work. The latter transition is significant for all youth moving from school to work, and has far-reaching consequences. This transition is complex, involving decisions about career options, living arrangements, social and economic goals. Colorado's human service agencies have defined transition from school to adult life as: "a carefully planned, outcome-oriented process, initiated by the local education agency or primary service provider which establishes and implements a multi-agency service plan for each youth with special transition needs. Transition planning focuses on a broad array of functional life skills (including, but not limited to, vocational, academic, social, and residential which result in maximum independent functioning in the community)."

Vocational Course

One segment of a vocational program.

Vocational Education

Organized educational programs, approved by the Colorado Community Colleges and Occupational Education System, which are directly related to the preparation of individuals for paid or unpaid employment in such fields as agricultural occupations, business occupations, consumer and homemaking, home economics occupations, health occupations, marketing and distributive occupations, modern industrial arts, and trades and industrial occupations; or related to additional preparation for occupations requiring other than a baccalaureate or advanced degree.

Vocational Exploration

Learning that provides students with an overview of work characteristics, work requirements and employment opportunities within certain definite categories of employment. Each vocational exploration program will provide for student participation in actual or job-imulated activities as well as direct interaction with workers.

Vocational Instruction

Instruction designed to prepare individuals for employment in a specific occupation or cluster of closely related occupations in an occupational field that is especially suited to their needs. Such instruction may include: 1) classroom instruction; 2) classroom-related field, shop and laboratory work; 3) programs providing occupational work experience and related instructional aspects of apprenticeship programs; 4) remedial programs designed to enable individuals to profit from instruction related to the occupation or occupations for which they are being trained by correcting any educational deficiencies or handicaps preventing them from benefiting form such instruction; and 5) activities of vocational student organizations, an integral part of the vocational instruction.

Vocational Program

A planned sequence of courses, services, or activities designed to meet an occupational objective.

Vocational Rehabilitation

A federal-state program of services to persons having physical or mental disabilities, which for such individuals constitute a substantial handicap to employment, in order that they may become gainfully employed.

Wage Earning Home Economics Education

Instruction which serves a wide range of Colorado's business and industry in areas such as child care, food services, institutional and commercial housekeeping, home furnishings, and personal services.

Work

Conscious effort aimed at producing benefits for oneself and/or others.

Work Experience and Study

The preparation of students for gainful employment. Emphasis is placed on development of appropriate work behavior and specific job skill training in conjunction with academic skill development and actual hands-on occupational experience.

Work Sample

A work activity involving tasks, materials and tools that are identical or similar to those in an actual job or cluster of jobs. It is used to assess vocational interests and aptitude in that job area. A work sample could be any of the following: 1) an actual job performed in the evaluation unit, 2) a simulation of an actual operation, 3) a trait sample that assesses a single factor (e.g., dexterity), or 4) a cluster trait sample that measures a group of traits.

GLOSSARY OF COMMON ACRONYMS

ARC - Association for Retarded Citizens

AVA - American Vocational Association

AVEP-H - Alternative Vocational Education Programs - Handicapped

BOCES - Board of Cooperative Educational Services

BOCS - Board of Cooperative Services

BOE - Business Office Education

BVE - Bilingual Vocational Education

CBO - Community-based organization

CCCOES - Colorado Community College and Occupational Education System

CCHE - Colorado Commission on Higher Education

CDE - Colorado Department of Education

CEC - Council for Exceptional Children

COE - Cooperative Occupational Education

CP - Cerebral Palsy

DCD - Division for Career Development

DD - Developmentally Disabled

DE - Distributive Education

DECA - Distributive Education Clubs of America

DOL - Department of Labor

DOT - Dictionary of Occupational Titles

EBD - Emotional Behavioral Disorder (Emotionally Disturbed)

ED - Emotionally Disturbed (Emotional Behavioral Disorder)

EMR - Educable Mentally Retarded

ESL - English as a Second Language

FBLA - Future Business Leaders of America

FFA - Future Farmers of America

FHA - Future Homemakers of America

GJTO - Governor's Job Training Office

HERO - Home Economics Related Occupations

IEP - Individualized Education Program

JTPA - Job Training Partnership Act

LD - Learning Disabled

LEA - Local Education Agency

LEP - Limited English Proficient

LRE - Least Restrictive Environment

MR - Mentally Retarded (Significantly Limited Intellectual Capacity)

PIC - Private Industry Council

SDA - Service Delivery Area

SEA - State Education Agency

SLIC - Significantly Limited Intellectual Capacity (Mentally Retarded)

VESL - Vocational English as a Second Language

VICA - Vocational Industrial Clubs of America

WES - Work Experience and Study

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CHAPTER II. RELATED LEGISLATION

Each piece of key legislation related to vocational education/ employment of disadvantaged and handicapped individuals is briefly outlined in this section. Resource Grade II - Legislation Impacts on Vocational Education - includes the specific laws, for greater detail and reference.

CARL PERKINS VOCATIONAL EDUCATION ACT (P.L. 98-524)

Purpose

Assures set-aside funds to provide services to meet the needs of the disadvantaged and handicapped students in vocational programs.

Population Served

Concurs with P.L. 94-142 definition of handicapped.

Handicapped - individuals who are mentally retarded, hard of hearing, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired persons, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance. (P.L. 98-524)

Disadvantaged - individuals (other than handicapped individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational education programs. The term includes individuals who are members of economically disadvantaged families, migrants, individuals who have limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school. (P.L. 98-524)

Administration

U.S. Department of Education, Department of Health, Education, and Welfare (Bureau of Occupational and Adult Education).

Procedural Safeguards

The following provisions are given:

-- Requires states to show written proof of consistency with state plan for education of handicapped. (Assures compliance with procedural safeguards of P.L. 94-142.)

-- Continues set-aside funds for programs for special populations:

10.0% handicapped
22.0% disadvantaged
12.0% adult training
8.5% single parent and homemaker
3.5% sex equity
1.0% incarcerated

-- State must encourage equal access in recruitment, enrollment and placement activities.

-- "Provides information to handicapped students and parents concerning the opportunities available in vocational education and the requirements for eligibility for enrollment in vocational education programs, at least one year before the students enter the grade level in which vocational education programs are first generally available in the State, but in no case later than the ninth grade." [Federal Register-January 25, 1985]

-- Placement in the least restrictive environment.

-- Information about vocational education opportunities will be provided to students and parents of disadvantaged and handicapped.

Educational Implications

-- Handicapped students must be prepared for jobs in the "least restrictive environment."

-- Students must have access to vocational programs.

-- Disadvantaged and handicapped students must be provided assessment of interest, aptitude, and abilities related to vocation education and employment.

-- Provides for 50 percent of the costs of services and activities of separate programs that exceed the average per-pupil expenditure of regular programs.

-- Students must be provided special services, including adaptation of curriculum, facilities, and equipment in order to succeed in regular vocational programs.

-- Guidance, counseling and career development activities must be provided.

-- Services to facilitate the transition from school to employment or career opportunities must be provided. (Section 204)

-- Coordination with appropriate agencies. Example: Special Education, JTPA, Vocational Rehabilitation.

EDUCATION FOR ALL HANDICAPPED CHILDREN ACT OF 1975 (P.L. 94-142)

Purpose	Provides funding for public schools to ensure a free and appropriate education for all handicapped youth from ages 3-21.
Population Served	States definition of handicapped as being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind; multi-handicapped or specific learning disabilities, who because of those impairments need special education and related services.
Administration	U.S. Office of Education, Office of Special Education and Rehabilitation Services.
Procedural Safeguards	The following provisions are given: -- Free, appropriate public education. -- Guarantee of due process procedures. -- Development of individual educational programs for each handicapped student. -- Use of nondiscriminatory testing and evaluation procedures. -- Maintenance of confidentiality of information. -- A continuum of educational services from more restrictive to less restrictive alternative placements should be provided by the public agency. Placement decisions must be based on the goals and objectives in student's IEP and must be determined at least on an annual basis. -- Access to records. -- Each of the principles has either direct or indirect implications for parental participation. Parents' rights primarily involve access to student's educational records for inspection and review and the need for parental consent to release personally identifiable information. Examples include the necessity for giving

permission for evaluation and placement, requested attendance at meetings for IEP development and review, and the requirement for written approval of IEP.

Educational Implications

Handicapped students must be placed in regular educational environment unless evidence that additional support is necessary.

A handicapped student must receive a full individual evaluation prior to placement in a special education program. Evaluation must meet specified standards; and, when interpreting evaluation data, information from a variety of sources must be documented and considered by the multi-disciplinary evaluation team.

An individual IEP must be developed and implemented for each handicapped student. Career/vocational objectives must be written on the IEP.

The principle of "zero reject" requires that all handicapped students be provided with a free, appropriate public education (FAPE). It is implemented by conducting a "child find" program on an annual basis to locate, identify and evaluate all handicapped children who live in the jurisdiction of each public agency.

The provision of access to records gives parents the right to view all records that are on file relating to their child. Individuals 18 or older have the right to access their own records.

REHABILITATION ACT OF 1973 (P.L. 93-112, SECTION 504)

Purpose	Prohibits discrimination against handicapped persons in all federally financed programs and activities including all public secondary and postsecondary facilities.
Population Served	"Handicapped" includes those individuals who have impairments or conditions such as "speech, hearing, visual and orthopedic impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, diabetes, heart disease, mental retardation, emotional illness, and specific learning disabilities." In addition, alcohol and drug addicts are also considered handicapped individuals.
Administration	U.S. Office of Education, Rehabilitation Services Administration
Procedural Safeguards	The following provisions are given: -- Handicapped persons must have equal opportunities to participate in or benefit from activities and programs. -- Placed in regular programs to the maximum extent possible. -- Includes access to extracurricular activities such as clubs, physical education. -- Use specified safeguards to ensure rights of handicapped. -- Provide nondiscriminatory guidance, counseling, and placement. -- Reasonable accommodation must be made to assure that programs and services are accessible. -- Free appropriate public education.
Educational Implications	Handicapped students must be: -- Educated with nonhandicapped to the maximum extent possible.

-- Removed from regular class environment only when achievement in regular class with use of support aids is not feasible.

-- Use appropriate evaluation techniques and qualified people when planning handicapped student's placement.

-- Postsecondary programs cannot discriminate against handicapped individuals in recruitment or admissions.

-- Reasonable modifications must be made to ensure accessibility to programs, services, and facilities.

-- Auxiliary or support aids must be provided as necessary.

-- Institutions do not have to provide personal attendants for assistance in the restroom, eating, transportation, and mobility, etc.

-- Scribes/writers are not required by 504 unless as previously noted for notetaking, test writing, and in-class assignments.

-- Physical access to the entire campus or physical plant of the institution. Section 504 requires that there be physical access to the places that disabled students need to go for services, such as counseling and registration, and for instruction. Not every place, however, needs to be accessible. Physical access might be made by moving a class from an inaccessible building to an accessible building, by providing a ramp on one entrance only, not all entrances.

JOB TRAINING PARTNERSHIP ACT (P.L. 97-300)

Purpose	Prepares youth and adults for unsubsidized jobs in growth occupations. It is intended to replace and improve upon the Comprehensive Employment and Training Act and to increase the role of business and industry in the training and employment of disadvantaged youth and adults.
Population Served	Focusing on youth and adults who have encountered barriers to employment, it may include displaced homemakers, handicapped, veterans, older workers, teen parents, criminal offenders, at-risk youth and disadvantaged.
Administration	The Act requires that the governor appoint a Job Training Coordination Council to report to the governor on employment and training issues. Council recommends service delivery areas (SDAs) to the governor.
Procedural Safeguards	The following provisions are given: -- Majority of Private Industry Council (PIC) membership should be from private industry. PIC is responsible for deciding the type of training to be provided within the service delivery area (SDA). -- Eligibility for services is based upon employment status/economic need. -- Handicapped individuals are eligible for services. -- Calls for partnership between public and private sector. Training to be targeted to growth occupations and business needs. -- Forty percent of funds are set aside for youth 16-21. State agencies can apply for up to 8% of grant for educational programs -- must match funds.
Placement	Dollars may be spent on education. Jobs may be subsidized during training. Hard-to-place youth and adults must receive placement in competitive wage, growth oriented positions.

Funds may be used for job counseling, remedial education and basic skill instruction, on-the-job training, and vocational exploration.

New programs may be offered by vocational education and JTPA collaborative efforts.

Summer youth employment programs may be funded.

FAIR LABOR STANDARDS ACT

Purpose	Addresses minimum wage and wage and overtime pay. It also addresses conditions in which the employer could be permitted to pay subminimum wage.
Population Served	Defines permissible jobs in four categories: Students younger than 14 Students between 14 and 16 Students between 16 and 18 Employees 18 and older.
Administration	Department of Labor
Procedural Safeguards	The following provisions are given: -- Students under 18 cannot work in manufacturing and mining occupations or any job deemed hazardous to student's health. -- Minimum age of 18 for jobs that are deemed hazardous by law. Act varies provision for 14-16 employment if students are enrolled in school supervised work experience and career exploration programs. To qualify, program must meet educational requirements of SEA. Program must meet criteria concerning eligibility, school credits, size, supervision by teacher-coordinator, training agreement.
Placement	Students can work no more than 23 hours per week or 3 hours per day when school is in session and cannot displace workers already employed. Part 520 "Employment of Student Learners" allows students to be paid below minimum wage if they qualify for special certificates. Act stipulates the kinds of jobs that are appropriate and nonhazardous for different age groups. "Target Job Tax Credit" provides incentives for employers who hire special populations.

CHAPTER III. SUPPLEMENTAL SERVICES COORDINATOR

This chapter provides information about the role and function of the Supplemental Services Coordinator and vocational support paraprofessionals. Funding of supplemental services programs and the credentialing requirements for supplemental services coordinators are also discussed.

I. ROLE AND FUNCTION

A. The Supplemental Services Coordinator

The Supplemental Services Coordinator is responsible for the overall supervision of the four assurances guaranteed to disadvantaged, handicapped and limited English proficient students in vocational education by the Carl Perkins Vocational Education Act. Depending on the size of the district and entitlement dollars, each of the Coordinators may provide the services or work with a team to provide the services. Service consists of the following:

- Vocational assessment
- Support services
- Career development and Counseling
- Transitional planning.

Each of these services will be discussed in detail in Chapter V., Implementation of Services.

The Team, composed of professional and paraprofessional educators, may include the coordinator, vocational evaluator, paraprofessionals and counselors. For the team to be effective they must have common goals and objectives, working together to promote the effectiveness of the Supplemental Services program. Members must become knowledgeable about the characteristics and needs of disadvantaged and handicapped students in vocational education.

Although teams may not be uniform in composition throughout the State, certain common characteristics and responsibilities appear to be required for a successful program.

Common Characteristics:

It is essential that all members possess the following characteristics:

-- Interpersonal and human relations skills needed to work in a cooperative manner with disadvantaged/handicapped vocational students, educators, parents, local school personnel and community agencies

- -- Willingness to learn a variety of skills and concepts related to vocational education programs and to acquire knowledge about all vocational programs
- -- Commitment to work for Supplemental Services Team goals in spite of individual concerns or differences
- -- Commitment to realistically advocate for disadvantaged, limited English proficient, and handicapped students
- -- Commitment to cooperate with school administration to integrate Supplemental Services into total school program
- -- Willingness to work with vocational educators to help them understand and accept the unique needs of disadvantaged, limited English proficient, and handicapped students.

Team Functions:

Duties of the Team include the following:

- -- To coordinate recommendations made by the vocational evaluators with vocational instructors
- -- To promote acceptance of the Supplemental Services program by the local education agency
- -- To compile data, maintain records, and do annual reports
- -- To work with the principal, faculty, vocational director, and staff to plan strategies for the effective utilization of Supplemental Services
- -- To initiate innovative strategies, techniques, and procedures regarding services for disadvantaged and handicapped students in vocational education
- -- To encourage and 'model' continuous dialogue between vocational education and special education regarding the status of individual students

- To create an environment which allows, encourages, and reinforces the advocacy role of Supplemental Services

- To develop an array of support services to be utilized with disadvantaged and handicapped students in vocational education.

The coordinator has the responsibility for providing the team with leadership and coordination. Such coordination should facilitate meeting the team's objectives. The coordinator prepares and manages an operational plan to maximize delivery of the team's services. The responsibility of all team members is to provide direct services to students. However, effective administration and coordination of the Supplemental Services program require that some of the responsibilities performed by the coordinator be the following:

- To provide appropriate orientation for new team members/tutors, paraprofessionals

- To facilitate ongoing training for team members

- To coordinate the daily responsibilities of the program and to monitor the effectiveness of the paraprofessionals

- To coordinate the purchase and use of equipment and vocational support instructional materials

- To serve as a liaison with high schools and community agencies

- To develop and implement plans which address inservice needs for vocational educators working with disadvantaged/handicapped students

- To assist in identifying disadvantaged/handicapped students and their programmatic needs

- To make referrals to work experience coordinators, job placement personnel, and postsecondary institutions

- To become knowledgeable of those academic skills necessary for achieving success in a vocational training area

- To provide individual instruction, small group instruction, and remedial instruction outside and within the vocational classroom setting

-- To review vocational evaluation results and implement recommendations

-- To modify, adapt, and implement material and equipment used with disadvantaged/handicapped students

-- To assist students in developing and using problem-solving techniques

-- To monitor student progress and encourage positive worker traits (e.g., regular attendance, punctuality, good attitude, independent work habits)

-- To develop and implement behavioral contracts designed to improve work habits and attitudinal problems

-- To identify and utilize appropriate student learning preference styles

-- To assist the vocational instructor in identifying disadvantaged/handicapped students

-- To provide to vocational instructors suggestions for alternative testing methods

-- To serve as a liaison among vocational education instruction, other school classes/programs, outside agencies, and parents

-- To administer specific assessments

-- To participate in parent/teacher conferences

-- To provide for the student's IEP

-- To refer students to agencies for other needed services

-- To provide additional career information

-- To encourage participation in student leadership organizations (FBLA, FFA, HOSA, VICA and DECA)

-- To keep records of contacts with students, parents, instructors, and other school personnel.

B. Vocational Support Paraprofessionals

Vocational support paraprofessionals work under the general supervision of the Supplemental Services Coordinator. They help to provide direct service to students who are unable to succeed in their vocational programs without additional help. Some of the duties and responsibilities performed by support paraprofessionals may be these:

- -- To become knowledgeable of those academic skills necessary for achieving success in a vocational training area
- -- To assist the vocational instructor in identifying disadvantaged/handicapped students
- -- To assist in the identification and utilization of appropriate student learning preference styles
- -- To assist in administering assessment instruments
- -- To review vocational evaluation results and assist in the implementation of recommendations
- -- To provide individual instruction, small group instruction, and remedial instruction outside and within the vocational classroom setting
- -- To assist in administering job tryouts and informal assessments to disadvantaged/handicapped students
- -- To provide alternative procedures to meet individual test-taking styles (e.g., oral, "hands-on")
- -- To assist students in developing and using problem-solving techniques
- -- To encourage participation in student leadership organizations (FBLA, FFA, HOSA, VICA and DECA)
- -- To assist disadvantaged/handicapped students in learning how to properly operate the equipment and machinery used in their vocational classes or at their training stations
- -- To provide additional career information
- -- To monitor student progress and encourage positive worker traits (e.g., regular attendance, punctuality, good attitude, independent work habits)
- -- To keep records of contacts with students, parents, instructors, and other school personnel

-- To perform other duties as identified by the vocational support teacher or coordinator.

Source: Vocational Support Service Teams in Maryland. Maryland State Department of Education, 1984.

. In summary, the Carl Perkins Vocational Education Act, requires that handicapped, disadvantaged and limited English proficient students receive vocational assessment, support services, career development and counseling and transitional services. The Supplemental Services Coordinator has the responsibility to provide those services or to work in cooperation with other departments/ paraprofessionals to see that they are provided.

II. CREDENTIALING REQUIREMENTS

The State Board requires that all state approved vocational education programs have a credentialed instructor. Supplemental Services Programs must have a credentialed Supplemental Services Coordinator. The credentialing requirements are located in Appendix A at the end of this chapter.

APPENDIX A -- SUPPLEMENTAL SERVICES COORDINATOR

Contents:

-- Vocational Credentialing Standards
-- Supplemental Services Coordinators Mailing List

COLORADO

VOCATIONAL CREDENTIALING STANDARDS

SPECIAL PROGRAMS

SUPPLEMENTAL SERVICES SPECIALIST

Degree Requirements - Degree in Vocational Education, Special Education, Teacher Education, Rehabilitation, or related field with at least a Bachelor's Degree.

Occupational Experience - Two years (4,000 hours) verified occupational experience which may include professional or paraprofessional work experience with special needs populations.

PROFESSIONAL VOCATIONAL TEACHING REQUIREMENTS

Teachers shall complete the following vocational courses:

- a. Principles of Vocational Education
- b. Vocational Assessment for Special Needs Learners
- c. Supplemental Services Delivery
- d. Successful completion of one of the following courses in consultation with vocational teacher educator/local vocational administrator:
  1. Serving Special Needs Students
  2. Methods and Materials for Special Needs Students

STANDARDS FOR CREDENTIALING

APPLICATION PROCEDURE - Each applicant for a Colorado Vocational Credential must submit a completed application for vocational credential to the credentialing officer. Included with the application must be the following: COPIES of valid out-of-state vocational credentials, transcripts, verification of occupational experience, and any regulatory certificate required for a specific program; e.g., federal registration, license, or journeyman's card.

FEES - The review and processing fee for initial full-time credentials is $15.00. The fee for initial part-time credentials is $7.50. For the first additional endorsement on a part-time credential, the fee is $7.50. The initial review and processing fee will not exceed $15.00 for any five-year period. This fee is NON-REFUNDABLE.

DATE OF ISSUANCE AND EXPIRATION - All credentials will become valid on the date of issuance. The expiration date will be either one, three or five years later.

VOCATIONAL EDUCATION COURSES - All vocational education courses for credit must be from Colorado State University, or from an institution approved to offer vocational education courses by another state.

COOPERATIVE EDUCATION - All teachers of the cooperative phase of any program must have completed a course in the methods of coordinating occupational programs.

OUT-OF-STATE PERSONS - A person hired to work in Colorado and holding a valid vocational credential from another state will be allowed three years to remove any deficiencies and meet the minimum standards required for Colorado. The out-of-state vocational credential must be issued by the state in which the person attended college or was employed as a vocational educator. A one-year credential will be issued initially, and annually upon reapplication, for up to three years, providing the applicant shows annual progress toward the removal of the deficiencies.

OCCUPATIONAL EXPERIENCE - All occupational experience hours must be verified in writing by the employer (or by appropriate supporting evidence) on forms provided by the credentialing office, must be within the last ten years (1,000 hours must be within the last five years), and must relate to the area to be taught. All paid occupational experience must be after the age of sixteen. Paid means self-employed in a family enterprise; or for a wage, salary, or commission. Health, Consumer Homemaking, and Fire Science/Fire Service volunteer experience may be accepted in lieu of paid occupational experience. In the Health Occupations, one year (2,000 hours) of clinical experience may be substituted for one year of paid occupational experience. Three years (6,000 hours) of volunteer experience may be substituted for one year of paid experience.

GENERAL - Effective July 1, 1985, each applicant for an initial full-time vocational credential shall successfully demonstrate competency in basic skills and occupational skills appropriate to the specific occupational area to be taught, in those occupational areas where tests have been developed and validated. As additional tests are developed and validated, subsequent applicants shall successfully demonstrate competency in basic skills and occupational skills appropriate to the specific occupational area to be taught. Effective July 1, 1990, each applicant for an initial full-time vocational credential shall successfully demonstrate competency in basic skills and occupational skills appropriate to the specific occupational area to be taught.

Assessment criteria and performance levels shall relate to the specific competency needed for each occupational area.

Vocational credentials are issued by CCCOES approved Vocational Credentialing Officer at Colorado State University.

All Colorado degrees must be from an institution accredited by a recognized accrediting association and approved by the CCCOES.

All initial credential qualifications will be consistent with individual program subject area requirements in accordance with the CCCOES guidelines.

Revised: 7/1/88

If you have questions, call Jay Hollingsworth, (303) 491-7409.

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CHAPTER IV. VOCATIONAL ASSESSMENT

Introduction:

The purpose of this chapter is to provide you with information about the assessment process and the variety of assessment techniques that are available.

The chapter consists of the following sections:

Section 1: Assessment Check List
Section 2: Definition of Assessment
Section 3: Referral
Section 4: Assessment Process
Section 5: Informal Assessment Procedures
Section 6: Formal Assessment Procedures
Section 7: Assessment Personnel
Section 8: Assessment Scope and Content
Section 9: Reporting Assessment Findings
Section 10: Common Mistakes to Avoid

ASSESSMENT CHECK LIST

Answers to the following questions can be found in this chapter. This check list should help you design an assessment program which meets the needs of your students.

1. Who are the students you are assessing?
2. What information do you need in order to help these individuals make vocationally related decisions?
3. What assessment instruments/strategies are you currently using to obtain this information?
4. What informal assessment strategies are available?
5. What formal assessment instruments are available?
6. What questions should you ask yourself before selecting a formal assessment instrument?
7. What process have you designed for students to participate in vocational assessment?
8. How can you design a vocational program tryout?
9. Who is responsible for conducting the vocational assessment?
10. How do you report assessment information?
11. What common mistakes should you avoid?

Section 2

DEFINITION OF ASSESSMENT: Vocational assessment is an ongoing process of gathering information regarding a student's abilities, aptitudes and interests as they relate to vocational training and employment potential.

Vocational Assessment is one of the four assurances that must be provided to disadvantaged and handicapped students in vocational education (Carl D. Perkins Act 1984). This process will help you to answer the following questions:

-- Is the student interested in vocational education?
-- Should this student be served by the Supplemental Services program?
-- Which vocational program and/or job will best match the student's interest and abilities?
-- What types of support services need to be delivered to assist the student in successfully completing the vocational program?
-- How is the student progressing in his/her vocational program?
-- What transitional planning needs to occur to prepare the student for the world of work?

Section 3

REFERRAL: The identification of students needing support services is through referral. Referral may be made by the student (self), teacher, or counselor. In the case of a secondary student, referral may be made by an IEP team member. A record of the referral should be maintained and should include the following information:

-- referral source
-- reason for the referral
-- other pertinent information about the student
-- questions to be answered by the assessment

Because it can be difficult to meet each student seeking help, consider the following:

1. Using a telephone answering machine
2. Making student self-referral forms available in an accessible location outside your office
3. Choosing a specific place for part-time instructors to leave referral forms
4. Scheduling some evening hours, weekend hours, or a few flexible hours each week
5. Asking instructors to tell students about Supplemental Services and to inform them that they can refer themselves.

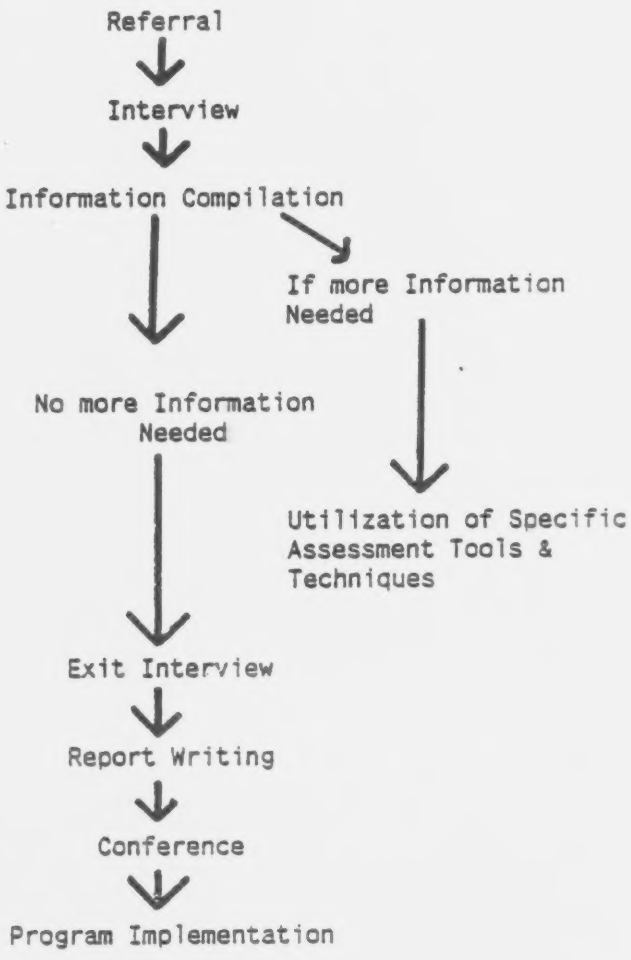
Once the referral has been made, the coordinator may determine whether or not the student is eligible for services. The student must be enrolled in a state approved vocational education program or be interested in the possibility of enrolling in such a program, and must meet the criteria for the federal definitions of "handicapped" or "disadvantaged." Limited English Proficient (LEP) students are a subcategory of disadvantaged. If the student is eligible, it is necessary to gather information to determine and document what services will be provided. Vocational assessment is critical to the provision of support services.

Section 4

ASSESSMENT PROCESS: There are a variety of ways to obtain assessment information both formally and informally. Generally, your choice of assessment strategies will be influenced by the following:

- -- The assessment techniques that are available
- -- The expertise of your staff
- -- The amount of time available
- -- The information needing to be obtained from the assessment
- -- The student's level of functioning and need.

Vocational assessment is an ongoing, systematic process. Of utmost importance is the link between the outcome of assessment with the goals and techniques of instruction and other forms of intervention (Halpern, Lehmann, Irvin, Heiry, 1982). Therefore, the assessment process itself - the steps you perform to gather information about the individual - must be systematic. The process of gathering information builds upon itself. The answers from the questions you asked generate new questions to be answered. A successful model for providing a systematic vocational assessment follows:


Referral
Interview
Information Compilation
If more Information Needed
No more Information Needed
Utilization of Specific Assessment Tools & Techniques
Exit Interview
Report Writing
Conference
Program Implementation

There are a variety of strategies for obtaining vocational assessment information. These are described in the next section.

Section 5

INFORMAL ASSESSMENT PROCEDURES

A. INFORMATION GATHERING

Definition:

Gathering information about a student's past performance means reviewing the student's records in order to obtain a basic understanding of the student's prior academic performance, medical history and related vocational experience (Albright and Cobb, 1987).

Considerations:

The cumulative file contains personal identification data, academic achievement levels, teacher reports, grade report and I.E.P. information for special education students. This information is usually kept at the home school and often is not available at the postsecondary level. Most special education students also have a confidential file which includes evaluation reports, medical records, correspondence and meeting reports. This file may also be at the home school or may be housed in the central administrative office. Every school district or community college has a written policy regarding the management and confidentiality of records. These procedures are governed by federal law, the Family Education Rights and Privacy Act (FERPA) which is also called the Buckley Amendment (P.L. 93-380).

In reviewing the student's record for vocationally relevant information, the following questions should be answered (Albright, 1978):

- What specific abilities, interests and strengths of the student are noted?
- What appears to be the most significant problem(s) likely to affect the student's performance in a vocational setting?
- What has been done in the past to correct these problems? How effective were these interventions?
- What types of vocationally related experiences are noted in the record (e.g., participation in industrial arts, school and/or community-based career exploratory experiences)?

If a postsecondary student does not have files or test scores, one must obtain these answers in other ways:

Strengths:

Much information is contained in student files. Awareness of the available information may prevent duplication of efforts and be a sufficient tool in making vocationally relevant decisions.

Weaknesses:

-- Records may not follow students who move frequently.

-- The amount and types of information contained in a student's file may vary among schools and among students. Students identified as special education students tend to have more complete files. Files for disadvantaged students may be incomplete and sketchy.

-- Information contained in the records describes the past while the student may have changed considerably since comments were written. Problems, academic or behavioral, may have been overcome. Be cautious about first impressions formed on the basis of dated information (Goh & Sitlington, 1985).

-- View IQ results with caution. The test may have been biased, given in an inappropriate format (lack of reading ability does not in itself indicate low intelligence), or given on a day when the learner felt threatened, uninterested, or ill (Goh & Sitlington, 1985).

-- Review standardized achievement and aptitude tests with equal caution. The cautions mentioned for IQ tests apply here as well. In addition, standardized test results are usually too general to aid in pinpointing specific strengths and weaknesses (Goh & Sitlington, 1985).

-- Look for any apparent trends in grades or achievement. Changes in schools, family or health problems, and frequent absences should be compared to grade patterns for clues to explain academic or behavioral problems (Goh & Sitlington, 1985).

B. INTERVIEWING

Definition:

Interviewing is the process of asking a student vocationally relevant questions about his/her interests, past employment history and career expectations for the purpose of obtaining and recording the information.

This assessment technique should be used with all students because it encourages the development of rapport between you and the student.

Considerations:

Appointments should be scheduled for interviewing students and/or their families. An interview may last up to an hour and should be conducted in a private location. A structured interview form should be developed and used for this process. In order for the interview to be utilized as an assessment strategy, a complete record of the questions asked and answered must be documented.

Strengths:

-- The initial interview enables you to explain the assessment process to the student.
-- This is a method for gathering information about things such as hobbies, attitudes, and personality which cannot be obtained elsewhere.
-- An interview provides you with an opportunity to observe the student's social/interpersonal skills and grooming.
-- Interviewing can be used to answer questions in all content areas including interest, general education development, vocational experience, independent living skills, and presentation of themselves.
-- An interview is also useful in verifying that the student has been placed into the appropriate vocational program.
-- For students who have determined career choice, the interview may provide ample assessment data.

Weaknesses:

-- Interviewing relies on self-report which is not always the most reliable source of data. Some individuals do not have a realistic sense of themselves or may want to deny past failures.
-- Because interviews must be conducted individually, they are time consuming.

C. LEARNING STYLES

Definition:

A learning style is a preferred way of learning information. An individual may learn in any one or combination of the following ways: Auditorily, visually or kinesthetically (hands on).

Any of a number of inventories can be used to determine the student's preferred learning style. This information is useful in helping the student select vocational programs, identify important study skills and in working with instructors to modify their instructional techniques.

Considerations:

Most learning styles inventories identify the student's preferred modality for gathering information: visually, auditorily or kinesthetically. Additionally, some instruments may provide information about whether the student prefers to work alone or in groups and whether the student prefers to express himself or herself in writing or orally.

Strengths:

- -- Learning styles inventories often help students learn more about themselves and identify which study skills they may need in order to succeed in vocational programs.
- -- Inventories are usually quick, easy and fun instruments to administer.
- -- Inventories provide useful information to vocational teachers and support service personnel about how a student learns best.
- -- Sound educational practice should match student learning styles with instructor methodologies.

Weaknesses:

- -- Learning styles inventories are informal instruments. They are usually not standardized and do not compare students to norm or comparison groups.
- -- Very little has been written on methods for strengthening weak modalities, such as increasing students' auditory skills.
- -- Some theorists believe that we should not teach a "preferred style."

Research is inconclusive about the value of using this method.

D. OBSERVATIONS

Definition:

Systematically observing and recording the observable actions of an individual in relationship to a work task, setting or situation.

Considerations:

In order to make observations regarding a student's performance it is essential you follow the steps outlined below.

-- Identify the behaviors you want to observe. These behaviors and the observable actions of students in relationship to either a specific work task or the total work setting. These are examples:

  1. Selected proper screwdriver
  2. Figured repair cost correctly
  3. Arrived 10 minutes late for work, three days out of five
  4. Spoke to coworkers at break.

-- Develop a form for recording desired observations. Include the following information:

  1. Setting (where, work condition)
  2. What occurred prior to behavior (teacher request or task requirement)
  3. The behavior (frequency, duration and/or overall description of behavior)
  4. Possible conclusions.

-- Develop a schedule for observing the student. Custer (1986) suggests scheduling observations at the following times:

  1. Throughout the student's program in short blocks of time (5-10 minute)
  2. During the first week to note adjustment to new situation
  3. When a student begins a new task
  4. When the student becomes acquainted with the job, the procedures, and the environment
  5. At the end of a task when the student is given feedback about work performance and work behavior
  6. During any special events, such as a tour of the facility or a fire drill
  7. During non-work activities, such as an academic classroom setting, or a social gathering.

-- Record the observations during or shortly after the targeted behavior has occurred.

-- Follow these tips compiled by Dunn, and Custer concerning effective strategies for observing and recording behaviors:

1. Provide a non-judgmental description of what the individual does, not an interpretation of what you think happened. For example: "Tore the paper as she removed it from the typewriter," is more accurate than writing "Angrily ripped the paper from the typewriter in a fit of frustration." Until we have further observations to determine a consistent pattern of behavior and until we confront the student as to why the paper tore, we do not really know what precipitated the action.
2. Describe what happened, not what didn't happen. For example: "Proceeded without inserting the guide bolts," as opposed to "Didn't follow instructions." Be specific.
3. Use a terse, direct style where all words impart information. Learning to use efficient writing techniques will save time and enhance critical information.
4. Use basic English; avoid jargon and vague descriptions which might be confusing. Observation should be written so that any reader can derive an accurate picture of what happened.
5. Observe the individual periodically on each major task.
6. Discuss what you observed with the student to get the individual's perception of what happened and how he/she felt. Opportunity for feedback should be offered following the completion of each major work task.
7. Develop a form to record observations. Several standard formats which include check lists of critical behaviors are available.
8. Situations in which the behavior occurred should be indicated. It is one thing to say, "talks with other people while taking a timed test," and another to observe, "talks with people during breaks." To simply record, "talks with coworkers," would be incomplete and misleading.

Strengths:

-- Recording observations is a useful tool for determining how the student reacts to supervision, solves problems and handles frustrating work dilemmas.

-- The most realistic way to determine how the student will react to certain situations is to observe the student in such a situation. You are observing the situation as well as the student.

-- Direct observation of the student may provide information about behavior, interest and social skills in relationship to a particular teacher or setting.

-- Systematic, objective and recorded observations may provide a more complete picture of the student's work potential.

Weaknesses:

-- Observation may be time consuming.

-- The observer may be biased either for or against the student.

-- Observations must be repeated for accuracy/ reliability.

-- Because this procedure is not standardized, it is difficult to compare your results with those of other groups.

E. CHECK LISTS AND RATING SCALES

Definition:

Check lists and rating scales are devices used to monitor a student's progress and degree of success in the vocational program.

Considerations:

Monitoring is done in the classroom or training environment by the vocational instructor, Supplemental Services Coordinator or special education teacher. Most teachers typically monitor student progress through quizzes, performance tests, and informal observation of the student's work. It is important to first determine the class/program standards which are critical to success in that class/program. Specifically, what skills does the student need to learn and demonstrate competently in order to succeed in the class? Students are typically monitored in the following areas:

-- Performance of specified task/competencies

-- Basic skills (spelling, math, vocabulary)

-- Work habit development and effort while on task

-- Attendance

-- Product quality

-- Safety practices
-- Organization of work area
-- Completion of project and product.

(Cobb & Albright, 1987)

Strengths:

-- Monitoring enables Supplemental Services Coordinators to determine whether the support being provided to the student is sufficient, whether the student is succeeding, and whether the student has been placed into the correct vocational program.
-- Vocational special needs personnel (the Supplemental Services Coordinator or community employment teacher) can work together with the vocational educator to develop monitoring procedures which promote understanding and cooperation.

Weaknesses:

-- Monitoring involves the development of written check lists and rating scales, which is time consuming.
-- Monitoring devices are often the standard used to assign grades to the student. The monitoring device should, therefore, accurately reflect the tasks required in class rather than reflect unnecessary skills such as high reading levels.

F. VOCATIONAL TRYOUTS (SITUATIONAL ASSESSMENT)

Definition:

A tryout is an assessment that provides the student with an opportunity to perform the job or a portion of the job. It is also appropriate to "tryout" a vocational program. This assessment strategy involves designing an evaluation instrument which reflects the skills required for entering specific classrooms or jobs. According to Sarkees (1986) this assessment uses observation skills to record vocational behaviors and work habits performed on specific tasks.

Considerations:

McCray (1985) suggests that there are several characteristics which distinguish this type of assessment:

-- Situation assessments occur on real jobs or in training environments.
-- The student is usually not paid.
-- Placement is for the benefit of the student, not the teacher.

-- Supervision and evaluation of the tryout is completed by a staff member, preferably a vocational teacher or job supervisor.
-- The student does not displace a worker or fill a low enrollment area.
-- Student placement does not always result in a job or entry into the training program.

HOW TO DEVELOP A VOCATIONAL PROGRAM TRYOUT

1. Visit the vocational class or job and observe.

2. Ask the vocational teacher or employer what skills are required for students entering the program or job.

3. Ask the employer or teacher to choose one job/skill that is taught in the vocational program that is representative of the area. The skill must be hands-on, realistic, and related to the curriculum. Tryout should have a designated time for completion (2-3 hours).

4. List entry-level skills/competencies that the student will learn during the tryout. If the vocational program area requires academic or job related skills, include assessment of them, as well, in the tryout. These skills might include the following:

   -- Basic Skills
      Reading in the vocational area
      Math in the vocational area
      Writing in the vocational area

   -- Job-Related Skills
      Looking up information in an index
      Looking up information in table of contents

   -- Listening Skills

   -- Job Performance Skills
      Content, hands-on task
      Example: changing a tire; welding a bead

   -- Social and interpersonal skills.

5. Brainstorm some activities which would demonstrate the student's mastery of some of the above skills. List the following information:

   A. Setting
   B. Materials/Equipment needed
   C. Tasks to be performed
   D. Evaluation standards.

6. Ask the vocational teacher or employer to review the procedure for evaluation of tryouts. Ideally the tryout vocational teacher should develop the tryout; otherwise, your support service personnel should develop tryout in conjunction with teacher. The goal is to have a tryout for each vocational program.

7. Write your assessment; include the following sections:

   A. Title
   B. Materials/equipment needed
   C. Materials/equipment identification sheet
   D. Definitions of vocational vocabulary students should know in order to complete the assessment
   E. Directions for performing the tryout (task analysis of the required steps)
   F. Evaluation of student performance, including measure of student interest and level of performance skills.

These are other tips for making the job tryout successful:

-- Provide the correct clothing and safety equipment for the assessment.
-- Be sure to cover the safety aspects of the vocational area or job.
-- Introduce the individual to the employer or teacher.
-- Give the individual a tour of the facility. Explain rules.
-- Supervise the activities closely.
-- Make sure the assessment is hands-on. Do not have the individual observe for the entire time.
-- Be aware of the individual's levels of tolerance, frustration, fatigue and comfort. Make adjustments accordingly.
-- Have the teacher/aide, designee or the employer monitor student progress and give feedback.
-- Monitor individual progress and ask for student feedback about interest.
-- Evaluate the experience. Allow student to evaluate the tryout.

Strengths:

- -- Because the individual is in the actual situation, the likelihood of predicting success is increased.
- -- Interest, ability level, and work habits can be determined at the same time.
- -- The tryout is inexpensive to arrange.
- -- No formal training is required for administering.
- -- The individual being assessed can make his/her own determination of interest in a particular vocational program or job.
- -- This assessment is individualized.
- -- Performing a real job may increase the individual's motivation to do well.
- -- Cooperation with vocational instructors/employers indicates a willingness to expose student to job/program.
- -- Better choices are made when students are allowed to tryout an area or job.

Weaknesses:

- -- This form of assessment takes time to develop.
- -- Transportation is needed if tryout is away from "home school."
- -- Safety/liability must be monitored.
- -- The tryout is not standardized.
- -- The tryout requires the cooperation of vocational instructor or employer.

Section 6

FORMAL ASSESSMENT PROCEDURES:

A critique of assessment instruments, including interest inventories, basic skills tests and work samples, is included in Appendix B of this chapter. To be a good consumer of these materials, it is important to answer the following questions before purchasing the instrument/work sample:

- -- For what population was the instrument designed?
- -- What information will this give me about my students?
- -- How long does it take to administer?
- -- What is the cost for initial materials and replacement pieces?
- -- Is it easy to score or interpret?
- -- Does this instrument actually predict what it claims to predict?
- -- With whom is my student compared: regular students, handicapped students, him or herself, national or local students?
- -- Do the results from this test help me make a vocationally relevant decision for a student?
- -- Will I need to be trained to use this instrument?

-- Am I confident that the assessment will provide accurate information about a student?
-- What is the reading level of the instrument?
-- Can I find the information measured by this test from another source which is more efficient?
-- Does this test measure the skills needed for employment opportunities within my community?

ASSESSMENT PERSONNEL: The vocational special needs professional coordinates the assessment process. He or she is responsible for obtaining and documenting assessment information. Because career and guidance counselors, placement specialists, vocational teachers and special education teachers may already have answers to some of the questions you are trying to answer, it is important to work as a team with other personnel in your school. The chart below may help you better identify persons with whom you should be working at each step of the assessment process.

PURPOSE FOR ASSESSMENT	TIMING OF ASSESSMENTS	POTENTIAL PERSONNEL INVOLVED IN ASSESSMENT ACTIVITIES	INSTRUMENTS USED IN ASSESSMENT ACTIVITIES
Placing students in Vocational Education Programs	Semester prior to when vocational programs begin	Vocational and Special Needs VSNT VC SSE	Review of student records Academic test Work samples Learning styles Interest inventories Interview with student and parent Job try-out
Planning a Student's Vocational Education Program	During first month of vocational class	VSNT SSE VI	Direct observations of student performance (job try-out) Student record review Analysis of curriculum materials and classroom Learning styles Interview with student and teacher
Monitoring a Student's Progress in the Program	Throughout duration of vocational program	VSNT VI SSE VC	Observations Checklists and rating scales Job try-out
Planning Transitional Services	During semester prior to graduation	VSNT SSE VC VI	Review of student records Interview with student and parent Assess community resources

Key to Personnel: VSNT = Vocational Special Needs Teacher (i.e. Supplemental Service Coordinator/ Work Experience Teacher)
SSE = Secondary Special Educator
VI == Vocational Instructor
VC == Vocational Counselor

[Chart adapted from Albright & Cobb:
Curriculum-Based Vocational Assessment
Module 1,

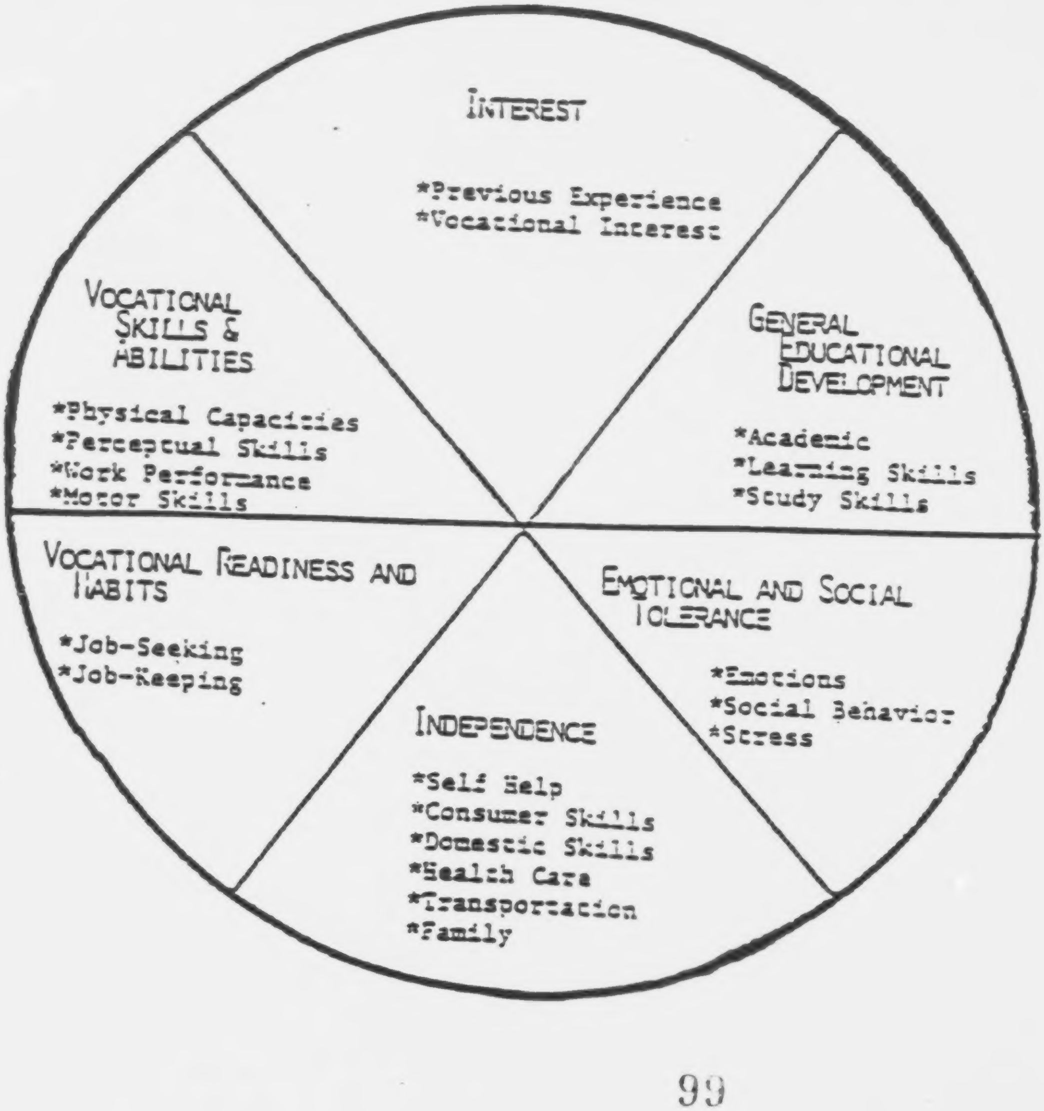
Section 8

ASSESSMENT SCOPE AND CONTENT:

What you assess about an individual depends upon the information you need in order to make relevant vocational decisions. During the assessment it is important to assess both the individual and the characteristics of a given program or work environment.

There are six categories that you may consider when assessing an individual. They are shown in the circle below.

Assessment Scope


INTEREST
*Previous Experience
*Vocational Interest
GENERAL EDUCATIONAL DEVELOPMENT
*Academic
*Learning Skills
*Study Skills
EMOTIONAL AND SOCIAL TOLERANCE
*Emotions
*Social Behavior
*Stress
INDEPENDENCE
*Self Help
*Consumer Skills
*Domestic Skills
*Health Care
*Transportation
*Family
VOCATIONAL READINESS AND HABITS
*Job-Seeking
*Job-Keeping
VOCATIONAL SKILLS & ABILITIES
*Physical Capacities
*Perceptual Skills
*Work Performance
*Motor Skills

REPORTING ASSESSMENT FINDINGS:

A comprehensive picture of the individual has been developed from information derived during the assessment. The results of the vocational assessment must be compiled, organized, and interpreted in written form.

You must draw inferences and make recommendations based on the entire assessment process in order to determine the best placement for the student. There are four steps in the assessment reporting process:

Interpreting Assessment Data

1. Look at the test scores and try to determine the strengths and weaknesses in each area assessed.
2. Use the experiential assessment results and the observational information to validate your test scores and make additional determinations about the individual's skills.
3. Put your data in an organized, systematic format by using the form at the end of this section, or by creating your own.

Drawing Inferences

1. Determine current level of functioning.
2. Look for patterns in the assessment data.
3. Draw conclusions about the individual from the assessment information.

Making Recommendations

1. Answer the referral question and express your recommendations for the individual.
2. Use a reporting form to make your assessment report clear, comprehensive and organized.
3. Use simple language so that a lay person can understand the results.
4. Attach supportive data such as test profiles, graphs, etc. This information will help a more knowledgeable service provider obtain additional specific information.

5. Give a copy of the assessment report to the individual you assessed and the referral source. Other copies can be given to other key individuals upon request by the assessed individual.

6. Computerizing this process will make it quicker and more efficient.

Maintaining Confidentiality

The information you have obtained is private. It must be treated in the same fashion that medical doctors and lawyers treat the information they obtain from patients or clients. Vocational assessment results cannot be shared without permission from the person evaluated and should be provided only to those participating in the vocational planning process.

All information elicited during the vocational assessment must be accurate, and should be relevant for making vocational decisions. Always ask yourself if there is another method or test which will enable you to check the accuracy of the information you have acquired. You must take the information you have gathered and make vocational decisions, not moral judgments. VOCATIONAL ASSESSMENT MUST NOT BE USED TO PREVENT A PERSON FROM HAVING OPPORTUNITIES.

Performance during the assessment must not be biased on the basis of race, religion, age or sex. Vocational evaluators are obligated to assist individuals to make decisions regarding their compatibility with a job or vocational education curriculum. Information that does not promote better understanding of the person's vocational strengths is unnecessary.

Section 10

COMMON MISTAKES TO AVOID:

We have visited many vocational programs in Colorado and want to share our observations about common mistakes often made in assessing students.

1) Assessment used for the wrong purpose.

An example is the use of reading scores to screen people out of a welding class.

2) Incorrect use of vocational assessment instruments.

One example is administering samples designed for mentally retarded populations to all special needs students. Another is administering paper-and-pencil tests that are above the student's reading level.

3) One-test assessment.

An example is the use of one or two paper-and-pencil tests to evaluate all students for placement and planning purposes. Decision-making based on the result of only one or two tests is a misuse of tests.

4) No realistic or job-tryout assessments utilized.

Many special needs students are placed in vocational programs without proper identification of their vocational interests or hands-on knowledge of available jobs/vocational programs.

5) Poor communication of vocational assessment information.

Assessment information given to vocational and other educators without proper interpretation is useless.

6) Vocational assessment not always used for the purpose of planning.

Some academic tests are utilized to label a person as "special needs" rather than to identify instructional planning needs.

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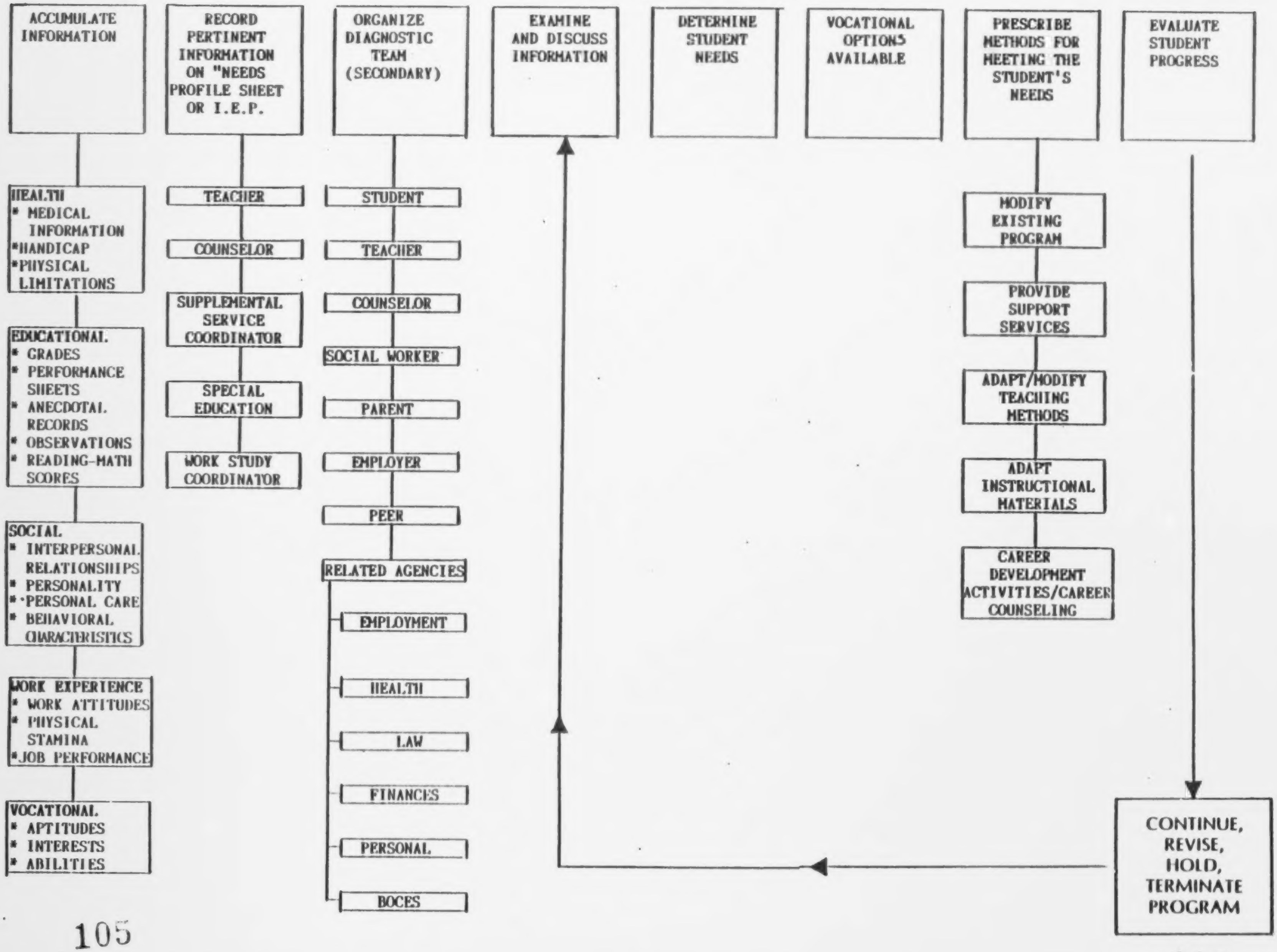
APPENDIX B -- ASSESSMENT

Contents:

- Guidelines for Referral to Supplemental Services Program
- Supplemental Services Department Instructor/Counselor Referral
- Teacher/Counselor Referral
- Supplemental Services Student Request for Tutor
- Supplemental Services Student Referral Profile
- New Interpretation for Vocational Assessment
- Vocational Assessment Report
- Vocational Program Communication Form
- Vocational Education Program Observation Form
- Considerations for Test Modification

ASSESSING STUDENT NEEDS


ACCUMULATE INFORMATION
HEALTH
* MEDICAL INFORMATION
*HANDICAP
*PHYSICAL LIMITATIONS
EDUCATIONAL
* GRADES
* PERFORMANCE SHEETS
* ANECDOTAL RECORDS
* OBSERVATIONS
* READING-MATH SCORES
SOCIAL
* INTERPERSONAL RELATIONSHIPS
* PERSONALITY
* PERSONAL CARE
* BEHAVIORAL CHARACTERISTICS
WORK EXPERIENCE
* WORK ATTITUDES
* PHYSICAL STAMINA
*JOB PERFORMANCE
VOCATIONAL
* APTITUDES
* INTERESTS
* ABILITIES
RECORD PERTINENT INFORMATION ON "NEEDS PROFILE SHEET OR I.E.P.
TEACHER
COUNSELOR
SUPPLEMENTAL SERVICE COORDINATOR
SPECIAL EDUCATION
WORK STUDY COORDINATOR
ORGANIZE DIAGNOSTIC TEAM (SECONDARY)
STUDENT
TEACHER
COUNSELOR
SOCIAL WORKER
PARENT
EMPLOYER
PEER
RELATED AGENCIES
EMPLOYMENT
HEALTH
LAW
FINANCES
PERSONAL
BOCES
EXAMINE AND DISCUSS INFORMATION
DETERMINE STUDENT NEEDS
VOCATIONAL OPTIONS AVAILABLE
PRESCRIBE METHODS FOR MEETING THE STUDENT'S NEEDS
MODIFY EXISTING PROGRAM
PROVIDE SUPPORT SERVICES
ADAPT/MODIFY TEACHING METHODS
ADAPT INSTRUCTIONAL MATERIALS
CAREER DEVELOPMENT ACTIVITIES/CAREER COUNSELING
EVALUATE STUDENT PROGRESS
CONTINUE, REVISE, HOLD, TERMINATE PROGRAM

GUIDELINES FOR REFERRAL TO SUPPLEMENTAL SERVICES PROGRAM

Supplemental Services
451-1819 Ext. 24

Still Wondering About Referrals

Reasons for Referral

A. Student who is not succeeding because:

1. Inadequate shop performance/skill developemnt.
    a. Use of equipment.
    b. Knowledge of tools and materials.
    c. Development of a specific skill.
    d. Following directions.
2. Poor test grades.
3. Problems in:
    a. reading - ability and comprehension as related to texts, technical vocabulary, manuals, charts, and tables, directions, etc.;
    b. math - basics, fractions, decimals, percentages, formulas, applied problems, and measurement;
    c. communication skills - limited verbal or writing skills, 1) grammar and 2) spelling;
    d. study/test taking skills.
4. Irregular attendance.
5. Attitude problems.
6. On-the-job difficulties
7. Handicapping condition - SLIC, Learning Disabled, Hearing Impaired, E.B.D., Deaf, Speech Impaired
8. Needs assistance with a Specific Concept (3 or more sessions of tutoring).
9. Needs assistance with a Unit of Study (two weeks of tutoring or longer).
10. Needs assistance with the Course of Study (modification of course content and tutorial assistance).

B. Referral Procedure

1. Notify me of student need by:
    a. Phone: 451-1819 Ext. 24
    b. Complete a referral form and put in my box   c. In person

SUPPLEMENTAL SERVICES DEPARTMENT
INSTRUCTOR/COUNSELOR REFERRAL

STUDENT NAME____________________________________

PROGRAM OR COURSE TITLE__________________________

DAY & TIME OF CLASS__________________ ROOM #_______

PLEASE CHECK AREAS TO BE ASSESSED:

BASIC SKILLS
_____MATH
_____ENGLISH
_____READING

VOCATIONAL ASSESSMENT
_____CLERICAL SKILLS
_____TECHNICAL SKILLS
_____TRADE SKILLS

_____VOCATIONAL EXPLORATION

_____LISTENING SKILLS

_____INSTRUCTION FOLLOWING SKILLS

_____NEEDS TUTORIAL ASSISTANCE IN THE FOLLOWING AREAS
_____MATH
_____ENGLISH
_____READING
_____STUDY SKILLS
_____TEST TAKING SKILLS
_____SPECIFIC VOCATIONAL PROGRAM

_____CALCULATING MACHINES PRACTICE MODULE

SIGN BELOW AND RETURN TO MAIL ROOM c/o MARY ANN SANDOVAL OR ROOM 209

VOCATIONAL ESL REFERRALS (LIMITED ENGLISH SPEAKING STUDENTS)

SIGN BELOW AND PLEASE SEND STUDENTS WHO NEED THIS SERVICE TO KATHIE JOHNSON, ROOM 207

REASON FOR REFERRAL:
_____NEEDS ADDITIONAL READING SKILLS
_____NEEDS ADDITIONAL WRITING SKILLS
_____NEEDS ADDITIONAL VERBAL SKILLS

INSTRUCTOR/COUNSELOR________________________
Signature

DATE________________________

FOR OFFICE USE ONLY: Tutor Assigned____________________ Date to Begin________
When (Days & Time)__________________

TEACHER/COUNSELOR REFERRAL

STUDENT NAME ____________________ DATE ____________________

TEACHER/COUNSELOR ____________________ PROGRAM/COURSE ____________________

PLEASE CHECK AREAS TO BE ASSESSED RETURN TO ROOM 200

____ BASIC SKILLS:
____ MATH
____ ENGLISH
____ READING
____ INTEREST INVENTORY
____ PERSONAL EXPLORATION GUIDE
____ LISTENING SKILLS
____ NON-VERBAL TEST
____ PERFORMANCES:
____ AIMING
____ CLERICAL PERCEPTION
____ COLOR DISCRIMINATION
____ DIGITAL DISCRIMINATION
____ FINGER DEXTERITY
____ FOLLOWS DIAGRAMMED INSTRUCTIONS
____ FOLLOWS VERBAL INSTRUCTIONS
____ FOLLOWS WRITTEN INSTRUCTIONS
____ FORM PERCEPTION
____ MANUAL DEXTERITY
____ MEASUREMENT SKILLS
____ MOTOR COORDINATION
____ NUMERICAL APTITUDE
____ SPATIAL DISCRIMINATION
____ OTHER

The following behaviors will be observed during the assessment process. Please check any of them that you think merit special attention.

____ GENERAL INTELLIGENCE
____ ABILITY TO MAKE DECISIONS
____ ABILITY TO ACCEPT SUPERVISION
____ ABILITY TO CONCEPTUALIZE PROBLEMS
____ ABILITY TO COMMUNICATE
____ ABILITY TO MAINTAIN PHYSICAL STAMINA
____ ABILITY TO CONCENTRATE ON TASKS
____ ABILITY TO CONTROL FRUSTRATION LEVELS
____ ABILITY TO MAINTAIN EVEN TEMPERAMENT
____ PROBLEM SOLVING SKILLS

VOCATIONAL ESL REFERRALS

PLEASE SEND STUDENTS WHO NEED THIS SERVICE TO KATHIE JOHNSON, ROOM 207

REASONS FOR REFERRAL:
____ NEEDS ADDITIONAL READING SKILLS
____ NEEDS ADDITIONAL WRITING SKILLS
____ NEEDS ADDITIONAL VERBAL SKILLS

SUPPLEMENTAL SERVICES

STUDENT REQUEST FOR TUTOR

STUDENT'S NAME......................SOCIAL SECURITY NO...............

ADDRESS.........................PHONE NO.........................

SEMESTER................YEAR......DATE.........................

Are you studying for a degree.......

In what program...

Subject for which you wish to receive tutoring.......................

Instructor for this subject..

Have you talked to your instructor about needing outside help?.......

Have you had contact with this instructor during his/her office hours?
(circle one) Not Yet Once Twice Many times

Requesting Student's Comments or Special requests:

Requesting Student:..........................

Date of Request:.............................

Supplemental Services Coordinator..........................

Date..........................

Supplemental Services
STUDENT REFERRAL PROFILE

STUDENT NAME:................................PHONE:..................

NAME OF COURSE ....INSTRUCTOR:..............

CRITERIA FOR REFERRAL:

A - Lacks vocational reading skills
B - Does not comprehend written vocational material
C - Does not comprehend written technical material
D - Lacks vocational writing skills
E - Inadequate oral communication skills
F - Lacks basic vocational math skills
G - Cannot perform vocational math skills
H - Deficits noted in assessment process
I - Performing below grade level
J - Excessive absences
K - Inadequate study/test taking skill
L - Attitude
M - Vocational skill reinforcement/modification
N - Unacceptable job performance (OJT, COOP, AVEP-H)
O - Limited English proficiency
P - Interpersonal skills
Q - Coping skills
R - Handicapped, modifications needed

SPECIFIC HELP NEEDED:

GRADE TO DATE:................ ATTENDANCE = Excel Good Fair Poor

TUTOR PROPOSED...

SERVICE HOURS PROPOSED...

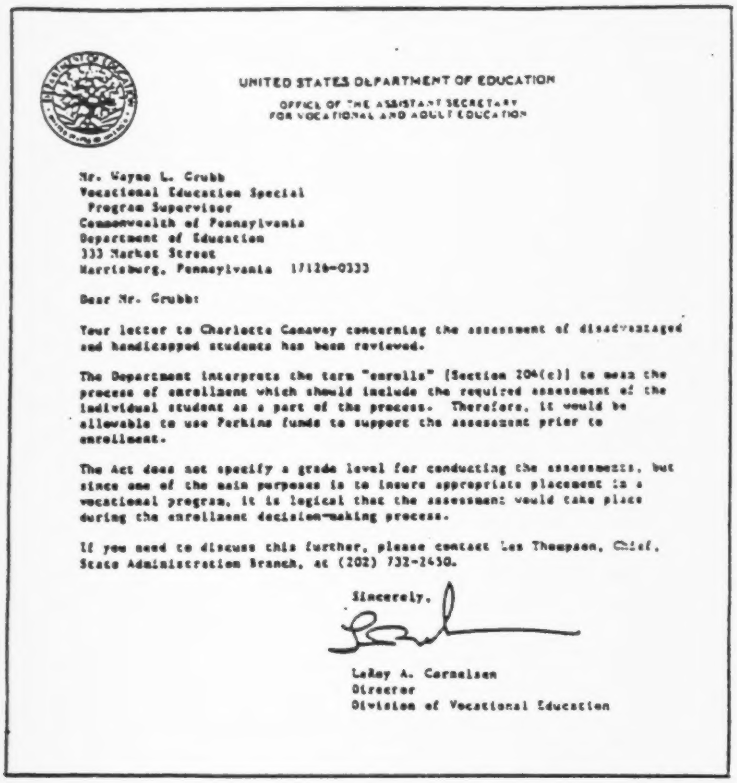
DATE............INSTRUCTOR'S SIGNATURE..................................

....
Supplemental Services Coordinator Date

REMARKS:

ENTRY #.................
STUDENT CONTACTED.......

NEW INTERPRETATION FOR VOC ASSESSMENT



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE ASSISTANT SECRETARY
FOR VOCATIONAL AND ADULT EDUCATION

Mr. Wayne L. Grubb
Vocational Education Special
 Program Supervisor
Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, Pennsylvania 17126-0333

Dear Mr. Grubb:

Your letter to Charlotte Conaway concerning the assessment of disadvantaged and handicapped students has been reviewed.

The Department interprets the term "enrolls" [Section 204(c)] to mean the process of enrollment which should include the required assessment of the individual student as a part of the process. Therefore, it would be allowable to use Perkins funds to support the assessment prior to enrollment.

The Act does not specify a grade level for conducting the assessments, but since one of the main purposes is to insure appropriate placement in a vocational program, it is logical that the assessment would take place during the enrollment decision-making process.

If you need to discuss this further, please contact Les Thompson, Chief, State Administration Branch, at (202) 732-2430.

Sincerely,

LeRoy A. Cornelsen
Director
Division of Vocational Education

The Carl D. Perkins Section 204(c) (1) mandates that each student (handicapped, disadvantaged and LEP) who enrolls in vocational education programs shall receive vocational assessment of interest abilities and special needs with respect to completing successfully their respective vocational education program training..

The interpretation of the term "enrolls" will include the process of enrollment of special needs students in vocational education. This means any costs for additional vocational assessment, not provided to other students, used to assist in determining the vocational education program placement of the special needs students may be supported with Carl Perkins funds or may be used as local matching dollars.

Since one of the main purposes of vocational assessment is to insure appropriate placement, it should be done during the enrollment decision-making process.

In order to qualify for vocational funding or local matching dollars, the vocational assessment may be done anytime during the year preceding the grade level in which vocational education programs are available. Vocational assessment may be given to these special needs students who have expressed an interest in vocational education or may have been recommended for vocational education training.

VOCATIONAL ASSESSMENT REPORT

NAME: ______________________________ Date ___________

SCHOOL: __________________ QUARTER: ___ GRADE: ___

SUMMARY AND RECOMMENDATIONS:

SUMMARY OF WORK HABITS AND BEHAVIOR:

SUGGESTED GOALS AND OBJECTIVES:

Developed by Jane Paulson and Susan McAlonan Aurora Public Schools July, 1985

VOCATIONAL PROGRAM COMMUNICATION FORM

STUDENT INFORMATION

INSTRUCTOR: ______________________________

PROGRAM: ______________________________

Here is some information that will be helpful when planning the program for

______________________________ who will be in your

vocational class during ______________.

NAME OF STUDENT: ______________________ AGE: ________

SCHOOL: ______________________ YEAR: ________

SPECIAL EDUCATION LIAISON: ______________________________

PHONE NUMBER WHERE THEY CAN BE REACHED AND HOURS: ______________

1. STRENGTHS OF LEARNER:

2. MODIFICATIONS THAT MAY BE NEEDED FOR OPTIMUM LEARNING ENVIRONMENT:

3. PERSONNEL/EQUIPMENT AVAILABLE TO MAKE MODIFICATIONS:

4. ADDITIONAL INFORMATION:

VOCATIONAL EDUCATON PROGRAM OBSERVATION FORM

Vocational Program:______________________________________

Instructor:____________________________School:__________________

Date:_______________________________

Occupational training goal(s) of program:__________________

____

____

____

I. ENTRANCE CRITERIA

A. Physical skills: Check the minimal (physical skills) that are required for entrance into the program.

Skill Description of Abilities

____ walking:____

____ standing:____

____ lifting:____

____ carrying:____

____ bending:____

____ fine-motor:____

____ speech:____

____ other:____

____ other:____

B. Educational skills: Describe the minimal academic skills that are required for entrance into the program and the modifications which could be made in teaching to accommodate for students with lower skill levels.

Modifications

math:____________________ ____________________

reading:____________________ ____________________

language:____________________ ____________________

C. Vocational skills: Describe the basic knowledge and use of tools that are required for entrance into the program.

Describe the safety rules that must be followed for entrance into the program.

Describe the most critical work behaviors that must be followed for entrance into the program.

Other concerns?

II. TEACHING TECHNIQUES.

Check the teaching techniques which are used in the program and list how they could be modified for the needs of a disabled student.

Technique **Modification**

____ lecture: ____________________

____ audiovisual: ____________________

____ small group project: ____________________

____ discussion: ____________________

____ demonstration: ____________________

____ study text: ____________________

____ grade level: ____________________

____ individual projects: ____________________

____ other: ____________________

Must all students in the program proceed at the same pace?

____ Yes ____ No Suggested modifications? ____________________

III. What support services or materials are you receiving in the program to help students with lower skill levels?

____

____

____

Other comments?

____

____

From: Vocational Studies Center
University of Wisconsin-Madison

CONSIDERATIONS FOR TEST MODIFICATION

by Cynthia Ewers

Although recent advances have been made in the educational and psychological assessment of severely disabled individuals, complex social, legal and psychometric issues remain the target of vigorous debate and criticism. The utilization of standardized measures, whether norm-referenced or criterion-referenced, has received particular scrutiny. The process of occupational planning and decision-making necessitates, in part, a realistic appraisal of the disabled individual's abilities in relation to non-disabled members of the work force. At this time, however, the majority of standardized instruments available for diagnostic, counseling and prescriptive use are not adequately normed for disabled populations. In light of this problematic situation, assessment personnel may pursue three avenues: a) the utilization of measures which have been normed appropriately for the disabled examinees, b) the utilization of non-standardized measures, and/or c) the modification of instruments which have been standardized on "normal" populations. The following discussion addresses the latter option in terms of modifications that are and are not permissible from a technical perspective.

"Standardized" refers to the specification of uniform procedures for test administration and scoring. As such, all norm referenced tests and many commercially prepared criterion-referenced instruments have standardized procedures that are to be followed to every detail. The standardization of norm-referenced tests also involves the establishment of norms derived from a large, representative sample reflecting the characteristics of examinees for whom the test is designed. In theory, any departure from an instrument's standard procedures and norming sample renders the interpretative use of normative data invalid and meaningless. In practice, modifications of some aspects of the assessment process are allowable in order to elicit an optimal sample of behavior from the disabled examinee. Although the opportunity to make norm referenced interpretations is lost, the examinee's performance may be evaluated from a qualitative framework.

In general, modifications are permissible in two phases of the assessment process: test orientation procedures and response requirements. Orientation procedures involve efforts to familiarize the examinee with test directions, goals and demands in order to separate learning from performance. If a sound qualitative evaluation is to be made, it is essential to equalize any differences in test-taking ability or experience that may exist. Common adaptations of this sort include reading aloud written directions to visually impaired or mentally handicapped examinees and signing verbal directions for deaf or hearing impaired individuals. Visual aids, simplified instructions and practice trials may also be used to clarify test demands and to alleviate anxiety.

Response requirements may also need to be modified in order to obtain meaningful samples of behavior. An accurate assessment of performance may, for example, involve adaptations such as allowing a language disabled examinee to give a pointing rather than verbal response and having the administrator mark responses for the motorically disabled individual. Test materials are frequently altered in order to elicit optimal performance, as in the case of providing braille or large-print formats for the blind or visually impaired. Although any level of corrective feedback is considered inappropriate during the test-taking process, it is allowable to encourage the examinee's ability to respond through the provision of motivational feedback. In all cases, assessment personnel must exercise good common sense to ensure that departures from standard procedure are as minimal as possible. It is also imperative that modifications be noted in detail and given ample consideration during the interpretation of results.

Under no circumstance is it permissible to alter the content of a standardized instrument. Leaving out content or modifying a specific item invalidates the results and complicates qualitative interpretation. Similarly, it is not appropriate to compromise test security by coaching examinees with content items from a given instrument. In general, any modification in a test's time limit is also discouraged. If a time limit is to be lengthened or shortened or if breaks are to be given between subtests, it is critical to make careful note of these departures from regular procedure.

ASSESSMENT INSTRUMENTS

LIST OF ASSESSMENT INSTRUMENTS

This is a review of specific assessment instruments frequently used by disadvantaged, handicapped, and limited English-speaking students. Instruments are grouped according to the function served by the instruments. The functions included are these:

> Achievement - the measurement of knowledge and skills mastered
>
> Aptitude - the measurement of specific learning abilities such as academic or mechanical aptitude
>
> Career Development - the measurement of life knowledge, skills, and maturity
>
> Intelligence - the measurement of general ability, such as the ability to learn or to adapt to one's environment
>
> Interests - the measurement of one's preferences
>
> Personality - the measurement of character traits
>
> Work Assessment - the measurement of industrially/ vocationally oriented job performance.

Definition Source: Career Assessment

Instrument Resource Guide - Missouri Linc

ACHIEVEMENT

Adult Basic Learning Examination (ABLE)

The Psychological Corporation
Harcourt Brace Jovanovich
555 Academic Court
San Antonio, TX 78203-0952

Purpose: Measures vocabulary, reading, spelling and arithmetic. Three levels. Determines general educational level of adults with less than 8th grade formal education.

Age: Adult.

Time: About 150 minutes.

Scoring: Hand or computer scored.

Strengths: Useful for basic literacy assessment. Well-organized, easy to administer.

Weaknesses: Relatively expensive. Does not assess writing skills.

Basic Achievement Skills Individual Screener (BASIS)

The Psychological Corporation
757 Third Avenue
New York, NY 10017

Purpose: Measures achievement in math, reading, spelling and writing.

Age: Grades 1-12 and post high school. Designed for students working at grade levels 1 through 8.

Time: 50 - 60 minutes. Individual administration.

Scoring: Hand scored.

Strengths: Layout/typeface good for LD and VH. Designed to reduce test anxiety. Efficient. Clear directions.

Weaknesses: Narrow content range.

Test of Adult Basic Education (TABE)

CTB/McGraw-Hill
Delmonte Research Park
Monterey, California 93940

Purpose: Tests reading, vocabulary, reasoning, English usage, mathematics, uses of maps, charts, graphs. Has 3 levels: low, K-3 (presented orally, no reading, can be used for limited English proficient); medium, 4-6 grade; more difficult, 6-12.

Age: Adult.

Scoring: Self-scoring.

Strengths: Good for LD because it's not too demanding. Excellent in one-to-one situations. Gives good results. As a diagnostic tool, it pinpoints strengths and weaknesses. Gives immediate feedback to student because it is self-scoring and shows results in each area tested.

Weaknesses: Does not go into all areas normally needed for adults in community colleges. Vocabulary is limited to synonyms and antonyms. Reading is good for GED, but does not indicate whether speed reading or college-level skill building is needed.

Cost: $22.50 for set of 12 test booklets.
$18.00 for set of 25 answer sheets.

Bennett Hand-tool Dexterity Test

Psychological Corporation
555 Academic Court
San Antonio, Texas 78204-0952

Purpose: Provides a measure of proficiency in using ordinary mechanical tools.

Age: High school and adults.

Time: 5 - 20 minutes.

Scoring: One-time score in minutes and seconds to completion is obtained and then compared with norm tables.

Strengths: Individually administered apparatus test.

Weaknesses: Minimum validation data.

Source: Career Assessment Instrument Resource Guide. Missouri Linc

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Crawford Small Parts Dexterity Test

Psychological Corporation
555 Academic Court
San Antonio, Texas 78204-0952

Purpose: Measures fine eye-hand coordination.

Age: High School and adult.

Time: 15 minutes.

Scoring: The score for each part is the time required to complete the entire task.

Strengths: A widely used test to determine a person's dexterity skills using small tools.

Weaknesses: Minimal.

Source of Information: Career Assessment Instrument Resource Guide, Missouri, Linc

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ASSET

ACT/ASSET
Career Planning Services
Operations Division
P.O. Box 168
Iowa City, Iowa 52243
#310-337-1000

Purpose: Test geared for the general adult population. Developed by the American College of Testing (ACT) to be used for assessing basic skills of entering college students.

Age: Adult.

Scoring; Hand scored from answer sheets or scantron.

Strengths: Reasonable length of time--approximately 1.5 hours. Because it is an ACT test, there is a lot of information available for interpreting, use, etc. Gradient test going from low remedial to college-level courses. Standardized nationally on the adult population. Useful tool for placement in college classes.

Weaknesses: Not especially good for LD students, unless adapted (omit time, administer it in sections, not all at once). Not geared to indicate aptitude. Very academic-based test. May intimidate some adult learners.

Costs: $2.50 per test.

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Auditory Verbal Learning Test
(Nuero-Psychological Assessment, Rey, 1964 and Lezak Psychological Assessment, 1983)

Pro Ed
5341 Industrial Oaks Boulevard
Austin, Texas 78735

Purpose: Assesses long and short term memory. Clinical interpretation of categoric strategies.

Time: 20 minutes.

Strengths: Must have background in clinical assessment. Very good instrument in assessing memory functioning.

Weaknesses: Need solid background in memory and cognition to administer properly.

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Basic Occupational Literacy Test (BOLT)

U.S. Employment Service
(Available from State Employment Services)

Purpose: Measures literacy in vocabulary, reading comprehension, arithmetic computations and arithmetic reasoning.

Age: Educationally disadvantaged adults.

Time: 1 1/2 to 2 1/2 hours.

Scoring: Wide Range Scale is given to determine which level of BOLT to administer. Directions and materials are clear and well-written.

Strengths:

Weaknesses: Predictive validity has not been established.

The Brigance Diagnostic Inventory of Basic Skills

Curriculum Associates
5 Esquire Road
North Billerica, MA 01862-2589
800-225-0248

Purpose: Test 203 skill areas for readiness. Reading, Listening, Research, Study Skills, Spelling, Language and Math.

Age: Grades K-9.

Time: Untimed.

Scoring: Hand scored, individually administered.

Strengths: Related to basic skills that are needed in vocational education.

Weaknesses: No reliability information available.

Brigance Inventory of Essential Skills

Curriculum Associates
5 Esquire Road
North Billerica, MA 01862-2589
800-225-0248

Purpose: Assesses secondary special needs students in all areas including role as a citizen, consumer, worker and family member.

Age: Secondary students, mildly mentally retarded.

Time: Not given.

Titles of Subcomponents: 24 essential skill areas such as Word Recognition, Writing, Spelling, Number Facts, Metrics, Health and Attitude, Responsibility and Self-Discipline, Job Interview Preparation, Auto Safety and Communication.

Types of Scores: Test referenced to grade level of test materials.

Scoring: Hand scored.

Strengths: Test referenced to grade level of test material. Criterion-referenced. Brolin cites cross-reference of his LCCE competencies with this scale.

Weaknesses:

Detroit Test of Learning Aptitude (Donald D. Hammill) (DTLA II)

American Guidance Service
Publisher's Building
Circle Pines, Minnesota 55014

Purpose: Diagnostic tool designed that includes 11 subtests 9 composites that measure both general aptitude and discrete ability areas. Standardized and normed on 1,523 students from 30 states.

Age: Suitable for ages 6 through adult.

Time: 2.5 hours.

Scoring: Hand score.

Strengths: Good for prescriptive diagnostic assessment. Tests several modalities and processes in relation to potential learning disabled students.

Weaknesses: Some subtests are written for a younger audience.

Diagnostic Tests and Self-Help in Arithmetic

CTB/McGraw Hill
Western United States (Main Office)
Del Monte Research Park
Monterey, CA 93940

Purpose: Screening and diagnostic assessment of basic operations, fractions and decimals.

Age: Grades 3 - 12, adults.

Time: Untimed.

Scoring: Hand scored.

Strengths: Part of the test can be given orally. Useful for instruction. Manual provides helpful suggestions.

Weaknesses: Somewhat limited in content.

Industrial Reading Test

The Psychological Corporation
757 Third Avenue
New York, NY 10017

Purpose: Measures reading ability as related to technical or vocational training programs.

Age: Grade 9 and over.

Time: 40-minute time limit.

Scoring: Hand or machine scored.

Strengths: Easy to administer and score. Clear instructions to examinees. Relevant content.

Weaknesses: May be more for measure of achievement than reading comprehension. Handicapped students may not be able to finish within the time limit.

Learning Disability Evaluation Scale

Hawthorne Educational Services
P.O. Box 7553
Columbia, Missouri 65205

Purpose: Measures performance in listening, thinking, speaking, reading, writing, spelling, math calculations.

Age: Grades K - 12, LD adults.

Time: 20 minutes.

Scoring: Hand Scored.

Strengths: Superior technical data.

Weaknesses: Norms do not extend beyond grade 12.

Life Skills

Riverside Publishing Company
3 O'Hare Towers
8420 Bryn Mawr Avenue
Chicago, IL 60631

Purpose: Measures ability to apply basic reading and math skills to daily problems.

Age: Grades 9 - 12, Adult.

Time: About 80 to 100 minutes.

Scoring: Directions easy to follow. Publisher provides individual student response analysis, classroom, district and school summaries.

Weaknesses: In early stages of test development. Manual does not provide information on how test is to be used.

Metropolitan Achievement Tests, 5th Edition

The Psychological Corporation
Harcourt Brace Jovanovich
555 Academic Court
San Antonio, TX 78204-0952

Purpose: Measures achievement in reading, math and language.

Age: Grades K - 12.

Time: 110 - 140 minutes.

Scoring: Hand or machine scoring.

Strengths: Criterion-referenced and norm-referenced scores. Also provides an instructional reading level achievement/ability comparison, and writing test. Well-established test.

Weaknesses: Minimal.

Minimum Essential Test

American Testronics
P.O. Box 2270
Iowa City, IA 52244

Purpose: Assesses minimum competency in reading, language, mathematics, writing, and life skills. Multiple choice format.

Age: Grades 8 - 12, Adults.

Time: 50 minutes for basic skills, 50 minutes for life skills, 25 minutes for optional writing test. Timed test.

Scoring: Hand or machine scored.

Strengths: Attractive format. Clear directions. Readable manual.

Weaknesses: Timed test.

Peabody Individual Achievement Test (PIAT)

American Guidance Service, Inc.
Publishers Building
Circle Pines, Minnesota 55014

Purpose: Measures achievement in math, reading, spelling and general information.

Age: Grades K - 12.

Time: 30 - 40 minutes. Individual administration.

Scoring: Hand scored.

Strengths: Easy to administer and score. Good format for LD students. Well-established measure.

Weaknesses: Minimal.

Secondary Level English Proficiency Test

CTB/McGraw-Hill
Del Monte Research Park
Monterey, California 93940

Purpose: Assesses the understanding of spoken and written English as a second language.

Age: Grades 7 - 12.

Time: 90 minutes (2 forms).

Scoring: Hand Scored.

Strengths: Group administered. Reliability 93-96 internal consistency.

Weaknesses: Unknown.

SRA Reading-Arithmetic Index

Science Research Associates, Inc.
155 North Wacker Drive
Chicago, IL 60606

Purpose: Assesses reading and math abilities of examinees applying for entry level jobs or special training programs.

Age: 14 through Adult.

Time: 25 - 30 minutes for each test.

Scoring: Self-scoring test booklets.

Strengths: Designed for students who have low basic skills. Clear directions. Inexpensive. Manual provides useful interpretative material.

Weaknesses: Minimal.

Test of Performance in Computational Skills (TOPICS)

CTB/McGraw-Hill
Western United States (main Office)
Del Monte Research Park
Monterey, CA 93940

Purpose: Evaluates basic mathematical skills necessary for everyday life.

Age: Grades 9 - 12.

Time: 100 minutes in two sessions.

Scoring: Hand or machine scored.

Strengths: Well designed. Useful as test of minimal competency. Clear instructions. Remedial instructional materials available.

Weaknesses: Somewhat limited use. Should be used only as a diagnostic test of minimal competency.

Test of Adolescent Language II

Pro Ed
5341 Industrial Oaks Boulevard
Austin, Texas 78735

Purpose: Assesses speaking, reading, writing and listening separately and in correlation to each other. Is an extremely useful diagnostic tool in the area of vocabulary and grammar.

Age: 12.0 - 18.5 (can easily be administered to adult populations).

Time: 1.5 hours.

Strengths: Only assessment instrument that offers standardized format in language processing across the four domains.

Weaknesses: The assessment instrument does not give a solid measure of the pragmatic language ability of an individual.

Test of Written Spelling

Pro Ed
5341 Industrial Oaks Boulevard
Austin, Texas 78735

Purpose: Oral Dictation that divides the words into predictable and unpredictable words. Grade equivalents are given in this measurement. Excellent in determining modality preferences and spelling deficits.

Age: 7 - adult.

Time: 15 minutes.

Strengths: Simple, quick and reliable.

Weaknesses: Is at times written for a younger audience.

Test of Written Spelling

PRO ED
5341 Industrial Oaks Boulevard
Austin, TX 78735
(512) 892-3142

Purpose: Assess ability to spell.

Age: Grades 1 - 12--regular and special education.

Time: 20-40 minutes.

Scoring: Hand Scored.

Strengths: Large norm group. Good reliability.

Weaknesses: Unknown.

Wide Range Achievement Test-Revised (WRAT-R)-Level 2

Jastak Associates, Inc.
1526 Gilpin Avenue
Wilmington, Delaware 19806

Purpose: Measures achievement in reading, spelling and math.

Age: Pre-school through adult.

Time: 20 - 40 minutes.

Scoring: Hand scored.

Strengths: Quick. Age norms can be used with "out of school" adults, although this should be done with care. Large print test form available.

Weaknesses: Some technical flaws.

Woodcock Language Proficiency Battery

DLM Teaching Resources
One DLM Park
P.O. Box 4000
Allen, Texas 75002

Purpose: Measures oral language, written language, and reading proficiency.

Age: 3 through adult.

Time: 45 minutes. Individual administration.

Scoring: Hand scored during test administration.

Strengths: Superior construction. Versatile, comprehensive. Spanish form available. Some information on LD, TMR, BD populations.

Weaknesses: Minimal.

APTITUDE

Armed Services Vocational Aptitude Battery
(ASVAB) - 14

State Employment Service

Purpose: Assesses students who can profit from occupational training.

Age: Grade 11, 12 and Adult.

Time: Unknown.

Scoring: Scored by military reports prepared for student and counselor.

Strengths: Reading level 6-8th grades. Subcomponents related to some vocational areas. Group-administered.

Weaknesses: Limited areas.

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Career Ability Placement Survey (CAPS)

Educational and Industrial Testing Service
EDITS
Box 7234
San Diego, CA 92107

Purpose: Provides "a brief measure of multi-abilities related to entry requirements in occupations and careers."

Age: Intermediate, high school, and community college students.

Time: 45 - 60 minutes.

Scoring: Hand or machine scored. Machine scoring forms must be mailed to be computer-scored.

Strengths: Approximately 8th grade reading level. Less time than longer aptitude tests.

Weaknesses: May not be appropriate for low functioning students.

Source: Career Assessment Instrument
Resource Guide, Missouri Linc

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Computer Aptitude Test Battery

Science Research Associates, Inc.
155 North Wacker Drive
Chicago, Illinois 60606
312-984-7000

Purpose: Tests the aptitude of the adult for computer programming. Often used in personnel offices and by data processing managers for selecting computer programmers and systems analysts. Includes five sections: verbal meaning, reasoning, letter series, number ability, and diagramming (a test of the ability to analyze a problem and order the steps for the solution in a logical sequence).

Time: 2 to 2 1/2 hours.

Scoring: Hand scored.
Test booklets: $85 for set of 5 (catalogue #7-43850).
Score sheets: $52 for set of 25 (catalogue #7-43852).

Strengths: Nationally normed. Good predictor of success in training. Can be timed or untimed.

Weaknesses: Takes quite a bit of time for the test administrator to make sure testee understands what he is to do. Is not effective for blind persons because the diagramming demands that actual diagrams be drawn. Does not measure qualities that are critical for programmers, such as persistence, attitude, etc.

Differential Aptitude Test (DAT)

The Psychological Corporation
555 Academic Court
San Antonio, Texas 78204-0952
1-800-228-0752

Purpose: "To provide an integrated, scientific, and well standardized procedure for obtaining ability measures for purposes of educational and vocational guidance."

Age: Grades 8 - 12 and adults.

Time: 4 hours.

Scoring: Hand or machine scored. Hand scored form requires stencils and takes about 20 minutes to score.

Strengths: Useful in providing a general measure of several aptitudes for education and training. Sixth grade reading level. Can be group administered.

Weaknesses: Can be time consuming.

Source: Career Assessment Instrument
Resource Guide, Missouri Linc

General Aptitude Test Battery (GATB)

U.S. Employment Service
(Available from State Employment Services)

Purpose: Measures nine aptitude areas: general learning ability, verbal, numerical, spatial, form perception, clerical perception, motor coordination, finger dexterity, manual dexterity.

Age: Secondary and adult.

Time: 2 1/2 hours.

Scoring: Hand or machine scoring.

Strengths: Includes procedures to reduce anxiety. Spanish version available.

Weaknesses: Highly speeded. Administrator must be trained and certified by State employment service. Fairly high reading for special populations. Non-reading form available but should be used with caution. Multi-cutoff point used; this sometimes has detrimental effects for some special needs students.

Peabody Picture Vocabulary Test

American Guidance Service, Inc.
Publisher's Building
Circle Pines, Minnesota 55014

Purpose: Measures receptive (hearing) vocabulary for Standard American English.

Age: 2 1/2 to 40.

Time: 10 - 20 minutes.

Scoring: Hand scored.

Strengths: Quick. Easy to use. Special training unnecessary. No reading required.

Weaknesses: Not appropriate for community college students.

Career Assessment Inventories for the Learning Disabled

Academic Therapy Publications
20 Commercial Boulevard
Novata, CA 94947

Purpose: Facilitates career development of learning disabled children, youth and adults by assessing personality, psychomotor abilities, and interests. Subcomponents are: Realistic, Investigative, Artistic, Social, Enterprising, Conventional, Verbal Understanding, Conversation, Visual, Spatial, Fine Motor, Gross Motor.

Age: Learning disabled elementary grades and older.

Time: 10 - 15 minutes per test.

Scoring: Interest inventory completed by student/client.

Strengths: Individual administration. Tests are Attribute Inventory, Ability Inventory, and Interest Inventory.

Weaknesses: Due to lack of norms, validity and reliability data, this instrument must be used only for informal assessment.

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Career Awareness Inventory

Scholastic Testing Service, Inc.
480 Meyer Road
Bensonville, IL 60106-8056

Purpose: Assesses overall occupational awareness of the individual and evaluates effectiveness of instructional programs.

Age: Grades 3 - 6; grades 7 - 12.

Time: 60 - 90 minutes.

Scoring: Hand scoring, 30 minutes by counselor. Machine scoring available.

Strengths: Reading: uses long occupational terms and may be measuring reading as much as career awareness.

Weaknesses: Male-female stereotyping suggested in the elementary level. Usefulness appears to be experimental at this point.

Source of Information: Career Assessment Instrument Resource Guide - Missouri Linc

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Kuder Career Development Inventory

SRA
155 North Wacker Drive
Chicago, IL 60606

Purpose: Indicates possible career paths, explores in six broad interest areas, and at three entry levels.

Age: Grades 9 - 10, adults, and out-of-school youth.

Time: 60 - 75 minutes.

Scoring: Machine scored. Five working days plus mail time.

Strengths: This instrument can be used alone but is part of a comprehensive career guidance system. This instrument includes the Kuder Career Interest Survey (KCIS) which is identical to the Kuder Form DD Occupational Interest Survey.

Weaknesses: No predictive validity studies.

Career Development Inventory

Consulting Psychologists Press
577 College Avenue
Palo Alto, CA 94306

Purpose: Assesses career development and vocational maturity, readiness to make pre-occupational and vocational decisions. Assesses attitudes.

Age: Junior/senior high and college/university.

Time: 60 - 85 minutes.

Scoring: Machine scoring, $2.20 per student, high school form. Three days plus mail time.

Strengths: Self-administered. Reliability and validity data are adequate.

Weaknesses: Reading level should be checked for appropriate use with special populations. Scoring and mail time could become cumbersome and expensive.

World of Work Inventory

World of Work, Inc.
2923 North 67th Place
Scottsdale, Arizona 85251

Purpose: Vocational exploration and development.

Age: Grade 8 thru adult.

Time: 2 1/2 hours.

Scoring: Machine scoring, 7 - 10 days.

Strengths: Spanish version is "El Mundo Del Trabajo". Reading level (English version) reported to be 6th grade. Manual suggests use in vocational rehabilitation, correctional counseling, employment placement and career counseling with mature adults. Probably useful for persons with less than high school education.

Weaknesses: Little validity data. Locked into machine scoring and additional cost.

Source: Career Assessment Instrument Resource Guide, Missouri Linc

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Revised Beta Examination (BETA II) - Second Edition

Psychological Corporation
Harcourt Brace Jovanovich, Publishers
555 Academic Court
San Antonio, Texas 78204-0952

Purpose: Provides a nonverbal measure of general intellectual ability components: mazes, coding, paper form boards, picture completion, clerical checking, picture absurdities.

Age: Secondary and adult.

Time: About 30 minutes. Individual or group administration.

Scoring: Hand Scored.

Strengths: Useful with deaf, non-English speaking, or low verbal examinees.

Weaknesses: Minimal.

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Revised Minnesota Paper Form Board Test (R-MPFB)

Science Research Associates, Inc.
155 North Wacker Drive
Chicago, IL 60606

Purpose: Nonverbal estimation of intellectual functioning and spatial ability.

Age: Grades 10 - 12, adults.

Time: 20 minute time limit.

Scoring: Hand or machine scored.

Strengths: Well-established instrument. Useful for assessing spatial perception and mechanical-spatial ability. Clear directions.

Weaknesses: Lack of normative data for monitoring groups.

- -

Test of Nonverbal Intelligence (TONI)

CTB/McGraw Hill
Del Monte Research Park
Monterey, California 93940

Purpose: Measures general intellectual ability through use of problem solving items.

Age: 5 through adult.

Time: About 20 minutes. Individual or small group administration.

Scoring: Hand scored.

Strengths: Designed for handicapped and minority populations. Superior technical data. Good for CP students.

Weaknesses: Minimal.

INTERESTS

Career Occupational System (COPSYSTEM).

Educational and Industrial Testing Service
EDITS
Box 7234
San Diego, CA 92107

Purpose: Provides activity interest scores related to occupational clusters.

Age: Grades 9 to adult.

Time: 30 - 50 minutes.

Scoring: Hand scoring.

Strengths: Inventory is part of a system with CAPS (abilities); COPES (values); and COPS-R, a shorter, lower reading level and easier self-scoring form. Good reliability and validity data.

Weaknesses: Minimal.

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Gordon Occupational Check List

Psychological Corporation
Harcourt Brace Jovanovich
555 Academic Court
San Antonio, Texas 78204-0952

Purpose: Assesses occupational interest in business, outdoor, arts, technology and service areas.

Age: High School and adult.

Time: 20 - 25 minutes.

Scoring: Hand scored.

Strengths: Useful for counseling about career decisions. Useful as an informal interview aid.

Weaknesses: Should be used only as a check list.

- -

Kuder General Interest Survey

Science Research Associates, Inc.
155 North Wacker Drive
Chicago, Illinois 60606

Purpose: Measures interests in the following areas: outdoor, mechanical computational, scientific, persuasive, artistic, literary, musical, social services, clerical, and verification.

Age: Grades 6 through adult.

Time: 40 - 60 minutes.

Scoring: Hand and machine scored.

Strengths: Useful for career exploration at junior high level and for older, non-college bound students. Sixth grade reading level. Form DD - useful for college bound students.

Weaknesses: Lacks interpretative materials. May be biased toward middle class.

Ohio Vocational Interest Survey, Second Edition

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, NY 10017

Purpose: Surveys interests in manual work, personal services, clerical work, crafts and precise operations, promotion and communication, artistic, medical, and applied technology.

Age: Grades 7 through adult.

Time: 30 - 60 minutes.

Scoring: Hand or machine scored.

Strengths: Linked to D.O.T. Comprehensive. May be useful for career resource centers.

Weaknesses: Minimal.

Picture Interest Exploration Survey

Education Achievement Corporation
P.O. Box 7310
Waco, TX 76710

Purpose:	Assists low readers explore interests.
Age:	Grades 7 - 12.
Time:	45 - 60 minutes.
Scoring:	Hand scored.
Strengths:	Uses 156 slides to show workers' hands performing occupational tasks. Non-reading information assessment.
Weaknesses:	Jobs pictured on slides are sometimes difficult to determine.

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Pictorial Inventory of Careers-Vocational

Talent Assessment, Inc.
Box 5087
Jacksonville, FL 32207

Purpose:	Assesses interests for placement.
Age:	Regular and Low-Functional Vocational Students
Time:	20 minutes.
Scoring:	Hand or computer scoring.
Strengths:	No reading skills needed. Sex fair. Related to vocational program areas.
Weaknesses:	Reliability and validity data not available. Age appropriate.

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Reading-free Vocational Interest Inventory

Edmark Associates
P.O. Box 3903
Bellevue, WA 98009

Purpose: Non-reading instrument may be used to find career interest areas for moderate and some profoundly handicapped individuals. Students circle one of three choices in 57 sets.

Age: Moderate and profoundly handicapped students

Time: Unknown.

Scoring: Hand scored.

Strengths: Separate forms for each sex have been dropped. Manual provides information to access 698 job titles. Use never edition. Non-reading.

Weaknesses: Validity data suggests test be used on experimental basis. Low functioning students may have difficulty relating picture to actual job.

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Self-directed Search

Consulting Psychologists Press
577 College Avenue
Palo Alto, CA 94306

Purpose: Provides occupational code to explore appropriate careers. Counseling tool.

Age: Junior/senior high, college and university students, adults.

Time: 60 minutes.

Scoring: Hand scored by student if supervised by counselor. Five minutes required.

Strengths: Useful information related to career. Form E - lower reading level.

Weaknesses: 1) Sex bias - women achieve higher scores in A, S, C probably because of cultural factors, 2) Scoring errors - it is not self-directed but must be counselor-directed. Higher reading level. Use with caution for some special populations. Related to more professional occupations.

Source: Career Assessment Instrument Resource Guide, Missouri Linc.

Super's Work Values Inventory (WVI)

Houghton Mifflin Company
One Beacon Street
Boston, Massachusetts 02107

Purpose: Assesses intrinsic and extrinsic work values in relation to making career choices.

Age: Grades 7 through adult.

Time: 15 - 25 minutes.

Scoring: Hand scoring.

Strengths: Superior technical data. Valuable for creating career development curricula.

Weaknesses: Minimal.

Wide-Range Interest-Opinion Test (WRIOT)

Jastak Associates, Inc.
1526 Gilpin Avenue
Wilmington, Delaware 19806

Purpose: Determines occupational interests (18 clusters) and vocational attitudes (8 clusters).

Age: 5 years through adult. Designed for special populations.

Time: 40 to 60 minutes.

Scoring: Hand or machine scored.

Strengths: Culture-fair and sexually unbiased. Does not require reading or language understanding. Pictorial content. Useful for planning, instruction and counseling.

Weaknesses: Some ambiguity in pictures.

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PERSONALITY

California Psychological Inventory (CPI)

Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, California 94306

Purpose: Uses 480 true/false items to measure socially desirable character units.

Age: 13 and up.

Time: Approximately 45 - 60 minutes.

Scoring: Machine Scored.

Strengths: Named for special populations. Computerized profile interpretations available. Superior technical data. Available in Spanish and other languages.

Weaknesses: Minimal.

Sixteen Personality Factor Questionnaire (16PF)-Form A

Institute for Personality and Ability Testing
1602 Coronado Drive
Champaign, Illinois 61820

Purpose: Uses 181 forced choice statements to assess an examinee's standing on primary personality factors.

Age: Secondary and adult.

Time: Not available. Group or individual administration.

Scoring: Hand or machine scored.

Strengths: Taped version available for visually impaired or nonreading individuals. Useful also for deaf, mentally handicapped or culturally disadvantaged examinees.

Weaknesses: Need trained interpreter to utilize test.

WORK ASSESSMENT

APTICOM

Vocational Research Institute
1700 Samson Street
Philadelphia, PA 19103

Purpose: Computerized assessment of aptitude and interests. Subcomponents: Eye-Hand, General Learning, Verbal, Numerical, Spatial Perception, Form Perception, Clerical, Manual Dexterity, Eye-Hand-Foot Coordination.

Age: Vocational special needs youth and adults.

Time: 90 minutes.

Scoring: Self-scoring and self-timing.

Strengths: Correlates with GATB. Good reliability and validity data. Computerized scoring.

Weaknesses: Computers are sometimes difficult for some individuals.

Bennett Hand-Tool Dexterity Test

The Psychological Corporation
Harcourt Brace Jovanovich, Publishers
555 Academic Court
San Antonio, TX 78204-0952

Purpose: Measures proficiency in using mechanical tools.

Age: High School and adults.

Time: About 5 - 20 minutes.

Scoring: Individual administration.

Strengths: Useful in selection of workers for jobs in which operational speed is important.

Weaknesses: Instructions are somewhat complicated and must be followed carefully.

Bennett Mechanical Comprehension Test (BMCT)-forms S or T

The Psychological Corporation
Harcourt Brace Jovanovich, Publishers
555 Academic Court
San Antonio, TX 78204-0952

Purpose: Assesses perception and understanding of physical forces and mechanical elements in practical situations.

Age: High school and adults.

Time: 30 minute time limit. Group or individual administration.

Scoring: Hand scored.

Strengths: Instructions are easy to understand. Consists of large, clear, simple drawings. Spanish edition available. Tape administration available.

Weaknesses: The use of separate answer sheets may cause difficulty for some examinees.

Comprehensive Occupational Assessment and Training System (COATS)

Prep, Inc.
1575 Parkway Avenue
Trenton, New Jersey 08628

Purpose: Assesses client through four components: job matching, work samples, employability attitudes, and living skills.

Age: High school and adults.

Time: 52 hours if all 26 work samples are given. Individual or group administration.

Scoring: Hand or machine scoring.

Strengths: Useful for counseling, vocational exploration and recommendations. Components can be used separately. Uses self-paced audio tapes.

Weaknesses: Minimal.

Hester Evaluation System

Goodwill Industries of Chicago
120 South Ashland Boulevard
Chicago, IL 60607

Purpose: Uses work samples in seven categories to assess the data-people-things hierarchy, worker trait groups, physical limitations, working conditions, general vocational preparation, and specific vocational preparation.

Age: High school and adults.

Time: 8 hours.

Scoring: Computer scoring is required.

Strengths: Can be used with physically and mentally handicapped. Generates computer print-out regarding specific jobs for an examinee.

Weaknesses: Technical data not available.

Jewish Employment Vocational Service Work Sample System (JEVS)

Vocational Research Institute
Jewish Employment and Vocational Service
1700 Senson Street
Philadelphia, PA 19103

Purpose: Uses 28 work samples to assess potential for job placement.

Age: High school and adult. Economically/academically disadvantaged.

Time: 36 hours for complete system. Individual tests range from 7 to 194 minutes.

Scoring: Hand scored.

Strengths: Comprehensive. Normed for minority groups.

Weaknesses: Training required at site chosen by JEVS. Expensive.

MECA/Microcomputer Evaluation of Career Areas

The Conover Company, Ltd.
P.O. Box 155
Omro, WI 54963

Purpose: Measures interests, aptitudes, and abilities for the real world of work by utilizing an educational model rather than the rehabilitation/medical model.

Age: Vocational Special Needs Students - Junior High Secondary.

Time: Administered to one person at a time via microcomputer. Each work sample takes about 20 minutes.

Scoring: Not available.

Strengths: Evaluator is freed from administration for behavioral observations and other responsibilities. These materials were originally prepared by Repetto and Baker in the St. Louis Special School District as career education units and later were adapted by the Conover Company for assessment. Costs of these individual work samples are modest in comparison with some commercial systems. Related to vocational education program areas.

Weaknesses: Not as appropriate for adult. Uses an informal instrument.

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McCarron Dial

McCarron Dial Systems
P.O. Box 45628
Dallas, TX 75240^R

Purpose: Assess visual motor skills, make vocational decisions and review behaviors.

Age: Secondary, postsecondary vocational special needs (MR, LD, BD).

Time: Up to two weeks. Abbreviated version - 2 hours.

Scoring: Hand scoring. Some components require specialized training.

Strengths: Group administered. System is based on neurological theory of behavior. Manuals are very detailed.

Weaknesses: Training required prior to purchase. Can be time consuming.

Microcomputer Evaluation and Screening Assessment (MESA)

Valpar International
3801 East 34th Street
Tucson, AZ 85713

Purpose: Assesses physical and functional skills.

Age: Special needs students and adults.

Time: 3.5 hours.

Scoring: Hand scoring for parts I-III. Data are also entered into the computer and combined with part IV, which is computer scored.

Strengths: Parts I-III allow evaluator to screen 5-10 students at one time; part IV is individually administered. MESA is more of a screening than diagnostic tool. Related to D.O.T. profile. Computerized report.

Weaknesses: Note reading level for some students. Computer utilization may be difficult for some students with special needs. Reliability and validity data not available.

Micro-Tower

ICD Rehabilitation and Research Center
340 East 24th Street
New York, NY 10010

Purpose: Assesses aptitude in motor, spatial, clerical perception, numerical, and verbal areas for entry level jobs.

Age: Secondary and adult.

Time: 3 - 5 days. Group administration.

Scoring: Hand scored.

Strengths: Separates learning and performance. Can be used with disabled and disadvantaged adolescents based on the D.O.T.

Weaknesses: Minimal.

Minnesota Clerical Test (MCT)

The Psychological Corporation
Harcourt Brace Jovanovich, Publishers
555 Academic Court
San Antonio, TX 78204-0952

Purpose: Measures clerical speed and accuracy.

Age: Grades 8 - 12, adults.

Time: 15 minutes (speeded). Individual or group administration.

Scoring: Hand scored.

Strengths: Clear instructions. Normed for minority groups. Useful for counseling.

Weaknesses: Careful workers who proceed slowly to avoid errors may receive low scores that do not accurately reflect ability.

Pennsylvania Bi-Manual Work Sample

American Guidance Service, Inc.
Publisher's Building
Circle Pines, Minnesota 55014

Purpose: Measures ability to integrate gross and fine motor movements in a work situation.

Age: 17 and over.

Time: About 1 to 20 minutes.

Scoring: Hand scored.

Strengths: No reading is required. Suitable for blind, deaf or mentally handicapped examinees.

Weaknesses: Minimal.

Prevocational Assessment Screen (PAS)

Piney Mountain Press, Inc.
P.O. Box 333
Cleveland, GA 30528

Purpose: Screens students for vocational training.

Age: Mildly handicapped and disadvantaged youth. Secondary, young adult.

Time: 2 hours.

Scoring: Hand or computer scored.

Strengths: Administration: individual or maximum of 5 in small group. Norms are based on small sample sizes but are clearly identified in the technical manual. Quick, easy to use. Relates to vocational programs areas.

Weaknesses: More screening than diagnostic.

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SAGE

PESCO
21 Paulding Street
Pleasantville, NY 10570

Purpose: Measures vocational interests, cognitive/conceptual abilities, vocational aptitudes and general work attitudes.

Age: Special needs students and adults. Secondary, postsecondary.

Time: 3 hours.

Scoring: Hand scoring.

Strengths: Motivating for students to use.

Weaknesses: No reliability and validity data available. System cost is approximately $6,500-$7,000.

Source: Career Assessment Instrument Resource Guide: Missouri Linc.

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Skills Assessment Module (SAM)

Piney Mountain Press, Inc.
P.O. Box 333
Cleveland, GA 30528

Purpose: Assessment for placement in training programs.

Age: Mildly handicapped and disadvantaged youth. Secondary, young adult.

Time: Individual administered or in groups with a maximum of 5 in 2-3 hours. Sizes are small but clearly identified in the technical manual. Validity is discussed in the manual but not supported with data.

Scoring: Hand or computer scored.

Strengths: Easy to use, relatively inexpensive. Related to vocational program areas.

Reliability: .80-.95 test-retest over a 3-5 day period.

Weaknesses: Validity data minimal.

Talent Assessment Program (TAP)

Talent Assessment Programs
7015 Colby Avenue
Des Moines, Iowa 50311

Purpose: Assesses discrimination and dexterity ability in industrial, technical and service areas.

Age: Secondary and adults.

Time: 2 1/2 hours.

Scoring: Hand or machine scored.

Strengths: Also normed for mentally handicapped adults. Learning and performance are separated.

Weaknesses: Somewhat limited in content. One day and a half of training required.

Testing, Orientation, and Work Evaluation in Rehabilitation (TOWER)

ICD Rehabilitation and Research Center
400 First Avenue
New York, NY 10009

Purpose: Assesses clients'/students' vocational aptitudes.

Age: Handicapped - secondary, adult.

Time: Three weeks to complete all work samples. Usually administered individually but several people will be working on different work samples concurrently.

Scoring: Timed test.

Strengths: Norm on handicapped clients. Comprehensive system. Two week training is required before purchasing manuals and related materials. Work samples are constructed locally.

Weaknesses: Expensive system. More appropriate for rehabilitation because of time constraints.

Reliability: Not available.

Valpar Component Work Sample System

Valpar International
3801 East 34th Street
Tucson, AZ 85713

Purpose: Sixteen work samples are used to evaluate vocational and functional skills.

Age: Secondary and adult. Industrially injured workers.

Time: Information not available.

Scoring: Time and error scored.

Strengths: Assesses both motor and cognitive skills. Separate batteries are available for visually handicapped examinees.

Weaknesses: Somewhat limited for vocational exploration and recommendation.

Vocational Information and Evaluation Samples (VIEWS)

Vocational Research Institute
Jewish Employment and Vocational Service
1700 Sansom Street
Philadelphia, PA 19103

Purpose:	Evaluates vocational potential in four work areas: elementary, clerical, machine and crafts; 16 work samples.
Age:	Mentally handicapped individuals age 14 and above.
Time:	30 hours.
Scoring:	Hand scoring; approximately 1 minute per work sample.
Strengths:	Can be used with other handicapped groups. Separates learning from performance. Suitable for making vocational recommendations.
Weaknesses:	Administrator must be trained.

PROGRAM IMPLEMENTATION CHECK LIST

Answers to the following questions can be found in this chapter. This check list should help you identify the types of services that can be delivered to students and vocational instructors.

1) Do your support services to students include the following?
    - o Instructional assistance to student
    - o Supplemental materials
    - o Including computer assisted instruction
    - o Alternative testing
    - o Specialized equipment or personnel
    - o Advocacy
    - o Referral
    - o Support groups.

2) Do you provide assistance to the vocational teacher/program in the following areas?

    - o In-class instructional assistance
    - o Material procurement
    - o Instructional strategy development
    - o Inservice workshops
    - o Monitoring student progress
    - o Referral
    - o Adaptation of materials/curriculum.

3) Do you provide staff development services?

4) Do you develop linkages with other agencies?

5) Do you provide or coordinate career development and counseling?

6) Do you provide or coordinate transitional services for students?
Do the services including a transition plan?

7) Do you provide services to limited English-speaking students?
Do these services include assessment and instructional material?

PROGRAM IMPLEMENTATION - SECONDARY

The purpose of this chapter is to present an array of services that supplemental services providers may utilize. Supplemental services providers work directly and indirectly with students, vocational instructors, parents, and administrators to assist special needs students achieve success. Generally, supplemental services programs are responsible for assuring that the requirements of the Carl Perkins Act (assessment, support services, career development activities and counseling and transitional services) are offered to handicapped, disadvantaged, and limited English-speaking students. More specifically, supplemental services staff should coordinate and/or plan these services. Therefore, supplemental service providers require skills in the areas of curriculum modification, architectural modification, identification of resources, consultation skills and staff development.

This chapter is divided into four major sections: 1) support services, 2) career counseling services, 3) transitional services, and 4) strategies for implementation. The area of vocational assessment was discussed in the previous chapter. Chapter VI contains information on program implementation - postsecondary. You will see some similarities and differences in services. Items in Appendix C at the end of this chapter may be utilized with postsecondary programs as well.

1. SUPPORT SERVICES

The support services described in this section are categorized according to the population served: students, vocational instructors, or others.

Student Services

The purpose of supplemental services is to provide disadvantaged, handicapped, and limited English-speaking secondary students the opportunity to successfully participate in appropriate vocational education training programs.

Supplemental services providers have many tools and techniques they can use to help these students. A short description of several services provided directly to students follows:

Instructional Assistance

Students may need direct instructional assistance with specific skills relating to the vocational class, including performance skills, basic skills and study skills. Performance skills are the manual skills needed to accomplish a task such as welding a bead, typing a letter, or painting a car. Basic skills are the reading, mathematical and writing skills needed to complete a vocational task. Study skills include test taking, listening, note taking, time management, understanding a textbook, following directions, and strategies for learning new words and concepts. Methods for providing instructional assistance include individual or group work and are discussed more thoroughly in section four of this chapter.

Provision of Supplemental Instructional Material

Students may require additional information, or opportunities to practice and review material learned in the vocational class. Packets of materials, practice tests, instructional videotapes, tape recordings and books relating to specific vocational classes should be made available to students.

Computer-assisted Instruction

Students should have access to computers and software which will help them with their vocational classes. Supplemental services providers can teach students how to use computers for tutorials, simulation, remediation, word processing, drill, practice, and problem solving.

Providing Alternative Testing

Students with visual or hearing impairments and students with reading difficulties may require the assistance of supplemental services to complete tests administered in vocational classes. Interpreters or readers may be needed to translate test questions. Scribes and tape recorders may be used to record test answers. A quiet room and extra testing time may be needed for students who have extreme test anxiety or learning problems.

Providing Specialized Equipment or Personnel

Hearing impaired students may need an interpreter for them during the class, registration, or meetings. The hearing impaired, orthopedically impaired, and persons with learning problems may need note takers. Students who take comprehensive notes in class may fulfill this role. Tape recorders, visual enlargers, and computers are all examples of types of equipment which might assist students.

Advocacy

The supplemental services provider may advocate for students. This means providing students with encouragement and listening to students' concerns. Advocacy may also involve asking vocational instructors to be understanding and flexible with specific students.

Referral

Students may be referred to other programs within the school as well as in the community in order to resolve problems preventing the successful completion of a vocational program or in order to provide a smooth transition from school to work and independent living situations. In school, referrals may include counseling services, financial aid, and remedial classes. Vocational Rehabilitation, Summer Youth Employment Program (JTPA), and Mental Health are examples of community resources to which you might refer students. See Appendix A for Community Resources.

Support Groups

Many students need a mentor or support group to provide them with direction, empathy and friendship. Supp[redacted] can identify potential mentors or develop support groups for students. The opportunity to share frustrations and identify solutions with others in a similar situation is a powerful tool.

Vocational Instructor/Program Support

Supplemental services providers work closely with vocational instructors to develop strategies for creating optimal learning environments for handicapped, disadvantaged, and limited English-speaking students. This type of service provides indirect support to students with special needs. Rapport with vocational instructors must be established before many of the techniques listed below can be implemented. The first step in establishing rapport is to make sure vocational teachers know what services are provided by your Supplemental Services program.

Support for vocational teachers may include the following:

In-class Instructional Assistance:

Small group or individual support for students having difficulty with new concepts, or needing alternative modes of instruction may be provided during the vocational class.

Communication:

Supplemental services providers may provide the communication link between the vocational instructor, special education services and/or regular academic teachers. In some cases supplemental services personnel provide the link between the home high school and the vocational program, or between parents and vocational instructors. Communications with all of these parties involves relating pertinent information about the student in an effort to provide a planned program of services while avoiding duplication or omission of services.

Instructional Strategy Development:

Vocational instructors may request assistance in designing teaching strategies to address an individual's preferred learning styles. Instruction may be visual, auditory or kinestetic (hands on).

Inservice:

Supplemental services staff may assist in planning, presenting, and participating in inservice training for vocational instructors. These inservices may focus on awareness of handicapping conditions, high-risk youth, competency-based instruction, computer usage or other areas of interest.

Monitoring:

Supplemental services personnel monitor the progress of disadvantaged and handicapped students in vocational classes in order to determine if the intervention provided to the student is effective. Strategies for monitoring progress include keeping individual progress reports, making classroom observations, obtaining periodic feedback from instructors, monitoring attendance and scheduling conferences. Monitoring student progress will probably be accomplished by both the supplemental services provider and the vocational instructor. The supplemental services provider may, therefore, need to assist the instructor in designing a system of monitoring which will be efficient for use in that class.

Referral:

The Supplemental Services Coordinator should visit vocational classrooms periodically to insure that students needing assistance are referred. The vocational instructor can may make a referral to Supplemental Services and have you complete the necessary paperwork or a referral form may be utilized for referral. (Strategies listed above were adapted from the Handbook for Vocational Support Service Teams in Maryland, 1984.)

Modification and Adaptation of Curriculum and Materials

Materials and curriculum may be modified to meet the needs of students. There are three ways to modify materials: add, omit, or change. Students needing more practice on skills learned in class might need additional practice drills in their regular work. Additions to curriculums may include worksheets, games, extra time for skill performance, review sessions, and the use of audiovisual aids. Sometimes curriculums can be changed. They can be simplified or rewritten; skills can be reordered into a more logical sequence. Information that is not critical for mastering a skill can be omitted from lessons if the vocational instructor agrees.

Equipment and the vocational class may be adapted as well. Students with orthopedic handicaps may require a larger space and one free of architectural barriers. Tables may need to be lowered, for example. Hearing impaired students may need to be placed in the front of the room, and students with learning problems may need quieter areas in which to work. Labeled equipment and braille tools are other examples of adaptation.

Other Services

Additional services provided by a Supplemental Services Coordinator are staff development and linkages/coordination with various community agencies.

Staff Development:

A major role of the supplemental services coordinator is the hiring and training of staff. The types of staff hired may include those employed to assist students learn specialized skills, interpreters, peer tutors, and persons who provide a variety of duties such as assessment and counseling.

Personnel must receive training in order to understand the purpose of supplemental services and to learn how to document services provided to students. Many supplemental services programs develop and distribute handbooks describing their programs. Other staff development techniques include providing individual or group training sessions. These sessions may be taught by experienced staff, university personnel, CCCOES staff, or a combination of the above. New staff should also have an opportunity to tour the school and observe programs.

It is recommended that the coordinator schedule time to meet with staff on a regular basis. Regularly scheduled meetings enable staff to discuss problems, share ideas and develop a support system. Staff development is equally important for both experienced staff and new staff. If the staff performing some of these functions do not report to the supplemental services coordinator, it is essential that staff members work together to provide and document services.

Linkages:

Developing linkages with other service providers and informational resources in and outside of the school is vital to supplemental services (Maryland Department of Education, 1984). Knowledge of various services and agencies is required in order to meet the varied needs of special students and provide the most effective services. A list of agencies and resources to which you might refer students can be found in the Appendix C at the end of this chapter.

2. CAREER DEVELOPMENT SERVICES

The provision of career guidance and counseling services to special needs vocational students is mandated by the Carl Perkins Act (P.L. 98-524). Career guidance programs are defined as programs which assist students in making informed educational and occupational choices. Persons delivering this service should have an understanding of labor market needs, trends and opportunities. See Appendix C for Colorado Occupational Supply/Demand Report.

The purpose of career guidance and counseling programs is to assist students to do the following:

a) Make career planning and placement decisions
b) Obtain and use financial assistance information for postsecondary education and job training
c) Clarify job goals
d) Identify new and emerging occupational fields
e) Assist in transitional planning
f) Assist in identifying skills needed for employability.

(Hughey, 1986.)

Career guidance and counseling services should be coordinated with the supplemental services program so that all special needs students are aware of and can participate in these services. The Colorado Community Colleges and Occupational Education System has developed a handbook entitled, Career Development Guidelines: A Handbook for Program Planning and Review. This booklet is free and provides information about offering career development activities. If no personnel in your school are formally designated to provide these services, determine which other persons could fulfill this role, such as job placement persons, work experience and study teachers, or special cooperative teachers. These teachers probably have some knowledge about the labor market which they could share with your students. Information can be obtained through individual counseling, courses or group sessions. High-risk students may need these activities on a regularly scheduled basis.

3. TRANSITIONAL SERVICES

Transitional Services assist special needs students into postsecondary education, training, or employment as smoothly and expeditiously as possible (Albright & Cobb, 1987, p. 1, Module 6). The need for transitional services has been documented in several studies (Hazasi, Gordon & Roe, 1985; Mitaugh, Horiuchi & Fanning, 1985; and Rusch & Phelps, 1987). The fact that individuals who are labeled handicapped are unemployed or underemployed was reported to the Senate Subcommittee on the Handicapped (Harris Poll, 1986). The study reached the following conclusions:

* 67% of all Americans with handicaps, between the ages of 16 and 64, are not working.

* If an individual with a handicap is working, that person is 75% more likely to be employed part-time.

* Of all those persons with handicaps who are not working, 67% say that they want to work.

Similar findings are available for high-risk youth and disadvantaged students.

In response to the need for better defined transitional services, the Carl Perkins Vocational Education Act, Section 204 (c)(4), states that special needs students enrolled in vocational programs must receive "counseling services designed to facilitate the transition from school to post-school employment and career opportunities." As a Supplemental Service Coordinator, your role in implementing this act is important. According to Will (1984) barriers such as attitudes and lack of services impede progress toward the development of services for transition from school to work. Successful job placement, independent living and college/postsecondary opportunities are all examples of transitional goals.

Several questions must be asked before a school or college can implement transitional services. These include the following:

-- What are transitional services?
-- Who is responsible for providing transitional counseling?
-- When should transitional services occur?
-- How is the student's need for transitional services determined?

What are Transitional Services?

Transitions occur when the student moves from school to work, from parents' home to an independent living situation, from school to postsecondary or university training, and from postsecondary training to a job. Each one of these life changes or transitions requires the following steps:

A. Development of a Transitional Plan
B. Identification of student-oriented goals/outcomes based upon individual need
C. Redefinition of Educational Training programs
D. Teamwork: coordination and cooperation among agencies.

Each of these areas is described in the remainder of this section.

A. The Transitional Plan

Planning must occur when the student enters the vocational program. Much of this planning is based upon assessment results which indicate the student's interests, aptitudes and strengths. Planning for life after school involves looking at the student in terms of where the student will be living, the level of independence in caring for himself or herself, the employment goals, and the student's social network. In other words, we must look at the student's ability to adjust to situations and the surrounding world.

The model below was designed by Halpern, 1987, to graphically show what transition entails. Although the model refers to transition as a process which takes place after high school, the same model can be used for students completing community college programs and those entering universities.

TRANSITIONAL PROCESS CHART

Transitional Goal Setting	- Before ninth grade - During Vocational Assessment, which defines broad goals, strengths and weaknesses - More specific transitional needs are defined during vocational programming.
Plan Development	- Occurs upon entrance into program. Annual review goals should include job placement, independent living, future training & college. - Could also occur during the semester prior to graduation, if no other plans for transitional services have been written.
Provision of Transitional Service	- Throughout the program (ongoing) - Workshops for students on what is available - Part of vocational classes - Visits to businesses, community resources - Class lectures - As a separate course upon completion of the vocational program - Apply for community services and college entrance - Review appropriate postsecondary options
Vocational Placement	- After vocational program completion - Using student interview - Transition plan review - Follow-up of students.

Planning involves assessing the student's ability to become a productive citizen. Planning must be an ongoing process as the student learns, grows and matures. Different transitions occur during a student's progression through life. Some of these transitions may be easier to handle than others. The more support available to the individual, the easier the transition.

Specific transition plans for special needs students should be developed to insure that their needs have been identified and that support is available to them. Transition planning can occur during the development of an individualized education plan for handicapped students (secondary). A written plan may be developed for secondary disadvantaged students. Samples of existing transitional plans are included in the Appendix C.

The two important points to remember are:

- Vocational assessment for special needs students should provide information important to transitional planning;
- Plans must be developed for all students.

B. Student-Oriented Outcomes/Goals

Appropriate transitional goals are those which enable students to work, live and socialize in ways that will allow them to be as independent as possible.

Identification of transitional goals will vary from individual to individual. It is suggested that the following areas be addressed. This list is adapted from McDonnell, Sheehan & Wilcox (1983).

1. Income support, (SSI, food stamps, SSDI, etc.)
2. Work/vocational options
3. Residential options
4. Leisure options
5. Transportation
6. Medical needs
7. Advocate/guardian
8. Community social services and other resource agency support
9. Maintenance of family relations and friendships
10. Additional training needs (community college, voc tech, college)

Transitional planning must be based upon the individual's needs and interests within the context of the community (jobs, recreation, housing, social). Those responsible for developing the transitional plan should be aware of the community resources available. Individual students will need to contact different agencies depending upon their transitional goals and the support needed to fulfill these goals.

C. Redefinition of Education Programs

Assisting students to achieve transitional goals affects the type of training programs we provide to students. Transitional services may be viewed as training activities provided directly to individuals for the purpose of helping them make a significant change or activities which are needed to support the individual in making a transition. Both areas will be addressed.

An analysis of the broad transitional goals provides a framework for identifying specific content areas in which students might need training.

- I. Work: (Where will this individual be employed?)
  - A. Job Getting
    - -- Job awareness, realistic job goals
    - -- Interviewing
    - -- Resumes
    - -- Job application
  - B. Job Keeping
    - -- Job habits (i.e. punctuality, safety, attendance)
    - -- Social interactions on the job
    - -- General work rules
    - -- Following directions
  - C. Job Performance and Productivity
    - -- Work-quality issues (accuracy)
    - -- Productivity rates
- II. Home: (Where will this individual live?)
  - A. Self Help Skills
    - -- Dressing (appropriate for weather and job)
    - -- Personal hygiene and grooming
  - B. Consumer Skills
    - -- Budgeting
    - -- Banking
    - -- Shopping
  - C. Domestic Skills
    - -- Household cleaning
    - -- Clothing care
    - -- Cooking skills
    - -- Household maintenance, management and repair
  - D. Health Care
    - -- Preventative health measures
    - -- Health resources
    - -- First aid
  - E. Knowledge of Community
    - -- Travel/transportation
    - -- Community expectations
    - -- Telephone use
    - -- Awareness and use of community resources
    - -- Legal rights
- III. Social, Interpersonal and Leisure Skills:

  (What will this individual do for recreation and with whom?)

A. Social Skills
  - Developing friendships
  - Cooperation
  - Responsibility
  - Social amenities

B. Leisure Skills
  - Activities available
  - Learning games
  - Spectator activities

C. Emotional Adjustment
  - Coping
  - Responsibility
  - Self concept
  - Self-awareness
  - Participation in support groups
  - Self control

IV. Basic Skills: (What basic skills does the individual possess which will facilitate his or her transition?)

A. Survival Math
  - Basic math
  - Time management
  - Measurements
  - Money management

B. Survival Communication
  - Reading signs
  - Directions
  - Listening
  - Vocabulary
  - Writing
  - Sign language
  - Functional reading (maps, diagrams, forms, time tables)

C. Self Awareness
  - Personal organization
  - Self-confidence
  - Goal setting

D. College preparation
  - Study skills
  - Identification of college programs

Any of these topics might be areas in which the student needs information. The student may be taught this information individually, in specially designated groups, or in ongoing classes such as home economics, special education or special cooperative classes. The student may also be taught this information within the school or within the community. Many community agencies offer classes in these topics and should be utilized so that the student is aware of these resources before leaving school.

Individuals require specific services which will enable them to become employed or to become more independent. Services or references for services you might be asked to provide are listed below:

I. Work Needs
   A. Transportation (bus schedules, driver's education classes, etc.)
   B. Child care
   C. Interpreter (bilingual and sign language)
   D. Employment agencies
   E. Employment wellness programs
   F. Public employment agencies such as Vocational Rehabilitation and Job Service

II. Residential Needs
   A. Home health care agencies
   B. Low-income and subsidized housing/fuel programs
   C. Financial assistance programs (SSI, food stamps)
   D. Department of Health nutritional programs
   E. Housekeeper services
   F. List of doctors and dentists and low cost health clinics
   G. Legal aid
   H. Red Cross classes
   I. Medical insurance programs
   J. Emergency shelter

III. Social, Interpersonal and Leisure Needs
   A. Counseling services
   B. Mental health services
   C. Support groups including Alcoholics Anonymous
   D. Community Park and Recreation Services
   E. Available cultural activities (art, music, theatre)
   F. Civic organization memberships
   G. Advocacy services

IV. Basic Skill Needs
   A. Literacy classes
   B. Community college training opportunities
   C. Adult Basic Education programs
   D. GED courses
   E. Financial planning services
   F. Free income tax preparation
   G. Library services and programs
   H. College preparation courses
   I. Scholarships to colleges
   J. Financial assistance programs

You should be aware of programs in your community that can help your students make the transition to work and living situations. Maintain contacts in organizations to which you refer your students (Bhaerman et al, 1986).

D. Teamwork

Transitional planning is a team activity. Transitional planning requires information from the student, family, teachers, and the community. Persons responsible for initiating and supporting the transition process have to be aware of resources available in the school and the community. A transitional plan requires cooperation and partnership among regular teachers, advisors, counselors, supplemental service coordinators, vocational teachers, vocational special needs teachers, placement specialists, employers, parents, students, and special education teachers. Every transitional plan should identify all participants and their respective responsibilities. Participants may vary, depending on the student's age and level of independence.

Who is Responsible?

Vocational special needs personnel are responsible for assuring that transitional services have occurred. Therefore, it is their responsibility to do the following:

1) Develop a plan for all special needs students
2) Designate a process which insures that each student has a transitional plan
3) Provide services to students as needed
4) Verify that transitional services have taken place.

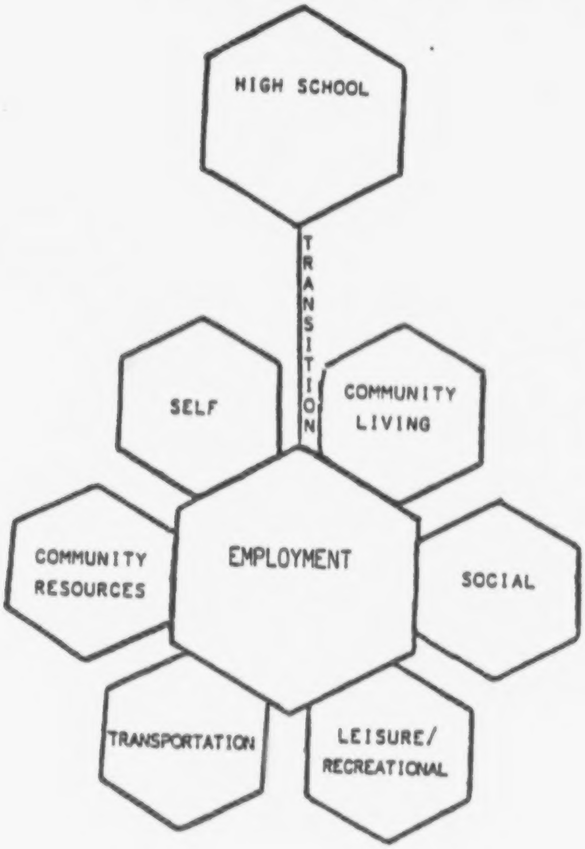
One person should be designated as coordinator of transitional services. This person could be a counselor, advisor, special cooperative teacher, special education teacher or supplemental service coordinator. The coordinator should ensure that a process is followed so that all special needs students in vocational programs receive scheduled transitional plans.

When does Transitioning Planning Occur? -- The Transitional Process

Because transitional planning is meant to assist students, school personnel and/or families become better organized in preparing the student for adult life after school, it should begin early. This planning might begin immediately following the vocational assessment, which typically occurs during the ninth grade. Community college students should receive assistance with their transitional planning early in their vocational training programs. The transitional process must occur automatically for special needs students so that opportunities are created for the student upon completion of the vocational program.

The diagram below shows transitional planning beginning during the vocational assessment. At this time transitional needs are identified and defined in general terms. More specific information elicited from the student and vocational teachers during the student's program will further refine these goals. The goals should be written on a plan which identifies persons responsible and projected completion dates, and which provides room for notes about progress made toward the goals.

Plan development may occur during the I.E.P. process, as part of the advising system, during development of training plans, or as a part of other ongoing services provided to students.
[B
Prior to exiting the vocational program, each student should meet with his/her advisor, counselor, vocational special needs teacher, supplemental service coordinator, or whomever has been designated to insure the completion of the transitional process and to review the transitional plan. This review should document that adequate services were provided.


HIGH SCHOOL
TRANSITION
SELF
COMMUNITY LIVING
COMMUNITY RESOURCES
EMPLOYMENT
SOCIAL
TRANSPORTATION
LEISURE/ RECREATIONAL

4. IMPLEMENTATION STRATEGY

There are a variety of ways to provide the services discussed in the first three sections of this chapter. In this section, strategies for providing services to students and teachers will be described. The location where supplemental services may occur will also be discussed.

Implementation Strategies for Serving Students

* Individual instruction.
  Supplemental services staff may need to work with a student individually.

* Small group instruction.
  Students sharing a common need may be taught effectively in a group.

* Peer teaching/counseling.
  Carefully selected and trained students may be used to work with students needing assistance.

* Games.
  Educational games are an effective means of reinforcing newly learned skills.

Implementation Strategies for Supporting Vocational Instructors

* Consultation.
  Consultation involves working with the vocational instructor to solve problems. This process is voluntary and is oriented toward problem-solving. During consultation, which is held at the request of the vocational teacher, the Supplemental Services Coordinator and teacher set aside preconceived answers in order to seek solutions.

* Participation in vocational classrooms.
  Supplemental services staff may want to visit vocational classes in which a majority of students are experiencing difficulty. The purpose of this activity is not to critique the vocational instructor but to better understand the class and class requirements. In lieu of enrolling in the class, the supplemental services staff should ask the vocational teacher to describe the course requirements, including reading levels of textbooks, activities and criteria for grades.

* Location of the Supplemental Services Program.
  It is important that the Supplemental Services program be located in an easily accessible area. Your program should be in a central area identified

specifically for the purpose of providing support and resources. If handicapped students participate in this program, this area should be accessible to them.

Specific support services might be provided in vocational classes, laboratories, or in the shop or work-site, depending on the needs of the student and the preference of the vocational instructor. The more centralized and less stigmatizing the location of these services the more likely students are to use them.

* Computer-Assisted Instruction (CAI).
Supplemental Service staff may wish to utilize computer-assisted instruction when providing support services to students and teachers. This could entail the use of one or more computers set up for individual instruction. Computer-Assisted Instruction does not require one-on-one tutoring and is an efficient use of time and resources where appropriate. Instruction may cover but is not limited to: drill and practice, basic skills review and instruction, remediation, simulation, games and problem solving. See Appendix C for list of teachers and software.

5. Limited English Proficient Students (LEP)

Limited English Proficient students are dealt with separately in this chapter not only because they are identified by the Carl Perkins Act as a subgroup of the disadvantaged who need special attention, but also because they present a unique set of needs. All of the previously mentioned services should be made available to LEP students. The mode of presentation, however, may need to be modified. See Program Implementation-Postsecondary for a list and discussion of some major considerations involved in offering support services to LEP vocational students.

6. Student and Teacher Evaluation

Your program is designed to serve students and vocational instructors. Therefore, your program should evaluate the services you provide. Sample forms for gathering information about your program are located in Appendix C. The success of your program depends upon how highly the students and vocational instructors value your services.

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APPENDIX C

Program Implementation - Secondary

Contents:

Tips'n Tactics
Tutor Criteria
Tutor Application
Supplemental Services Description
Tutor Staff Inservice Agenda
Progress Reports
Suggested Grading Criteria
Possible Modifications
Techniques for Adapting Printed Material
Sample Contract
Assistive Devices and Modifications
Colorado Transitional Programs
Transitional Plan
Questions to be Answered before Graduation
Job Placement Services Flyer
ESL - Immigrant - Refugee
Colorado Department of Labor and Employment--Occupational Supply/Demand Report
Recommended Instructional Materials
Recommended Software
Student Evaluation
Faculty Evaluation of Program
Tutor Evaluation
Community Resources

EGOS

Supplemental Services Division

TIPS 'N TACTICS

Tutors are the most valuable human resource in the instructional support system. A tutor:

1. Bridges-the -gap between student, teacher, and the learning process;

   AND

2. Facilitates student transition through the educational process.

To assist the management of the tutorial program and to provide accountability for services provided, REMEMBER:

A. The guideline for the time spent with a student is 3 hrs/ week.
   1. If you provide assistance to a student in a class-size setting that does not equate to 3 hr/week, paperwork is not required;
   2. Continue to provide short-term assistance so as not to discriminate against others in need;
   3. Students are "counted" only if the 3 hr/ week guideline applies.

B. On the Profile Sheet (VE 135 Student Information Form):
   1. List the Program area not the course title.

Example:

Program Area	Course Title
Business Occ.	Business Math
Practical Nursing	Anatomy

   2. Profile Sheets for all students tutored are due by the end of the month.
   3. Profile Sheets are done one time only.

C. Beginning with Feb. 5 Time Sheets, change the account number to #17-136.

D. Discuss particular student problems directly with the instructor and note on the Progress Reports.

E. Recommend other options available for student progress/acheivement to the instructor and to the student (see brochures).
   1. Facilitate the referral process to any of the other services at EGOS;
   2. Note referrals on the Progress Reports.

F. Utilize the Student Evaluation Form for tutorial study labs (GED, vocational English class, ect.) and on an individual basis as indicated. (SEE STUDENT EVALUATION FORM)

Procedure for "Student Evaluation" (Lab Setting)

1. Complete Student Evaluation form on all students assisted in the lab;
2. For only those in a vocational program who have benefitted from 3 hrs/ week or more of tutor assistance do:
   a. Referral Form (yellow)
   b. Profile Sheet (VE 135)
   c. Monthly Progress Report (purple)

G. Encourage instuctor comments/input within the Progress Reporting process. Feedback from students/teachers is critical to accountability--Do we really make a difference?

Thanks for all you do--

for them AND for us!

EMILY GRIFFITH OPPORTUNITY SCHOOL
SUPPLEMENTAL SERVICES DIVISION
TUTOR CRITERIA

Individual applicants for a tutorial position in the Emily Griffith Opportunity School Supplemental Services division shall demonstrate:

1. Sensitivity to special needs students (handicapped, learning disabled, academically/economically disadvantaged, aged, minority groups, etc.). Experience with these targeted groups is preferred.
2. An ability to commit to
   - a. One hour of tutor orientation prior to employment;
   - b. Contract time of at least 3 hours per week for no less than 3 months and no more than 9 months. Peer tutors* will be contracted for only 1 month, if indicated.
   - c. Attendance at a 3 hour tutor inservice one time during the contract period.
3. Competencies in education, training and/or work experience within one of the two (2) Denver Public Schools' Paraprofessional (Para) categories:

*Para II (Peer Tutor) $6.50/hr.

- a. Must be currently enrolled in or recently completed, a vocational program for which tutoring is to be provided;
- b. Must be recommended by the vocational instructor.

Para IV (Tutor/Inst. Aide) $9.50/hr.

- a. Three (3) to five (5) years education and/or work experience in the area to be tutored.
  FOR EXAMPLE:
  1) Vocational program certificate, Associate Degree or Bachelor's Degree in a vocational or basic skill area (vocational credential not required)
     OR
  2) Degree in Education (teaching certificate not required)
     OR
  3) College education or college courses without degree but relevant to area tutored
     OR
  4) Work experience related to the area to be tutored
     OR
  5) Previous tutorial experience.

  ONE OR MORE OF THE ABOVE TO TOTAL THREE (3) TO FIVE (5) YEARS.
- b. Must be recommended by an employee at Emily Griffith Opportunity School.

EMILY GRIFFITH OPPORTUNITY SCHOOL
REQUEST FOR INFORMATION
TUTOR POSITION

NOTE:

Requests for tutor positions are held on file until there is a position vacancy. You may or may not be called for an interview depending on your qualifications for the position available.

Name of Applicant ______________________________

Address (Street, City,Zip ______________________________
____

Contact Phone # ____________________

Educational Background - (Check that which applies)

_____ High school diploma or GED

_____ College degree:

- _____ Associate Degree Subject area ______________
- _____ Bachelor's Degree Subject area ______________
- _____ Master's Degree Subject area ______________
- _____ Other List: ______________________

Date of most recent diploma/degree completed ______________
Year

Do you have a Colorado teaching certificate? YES_____ NO_____
If yes, area of endorsement ______________________________
Expiration Date ______________

Experience

A. If you have had experience with any of the targeted populations listed below, check those which apply:

_____ Handicapped

_____ Low Income Groups

_____ Citizens over 55 years of age

_____ High Risk Youth

_____ Learning Disabled

_____ Limited English Speaking

_____ Minority Groups

Emily Griffith Opportunity School

Supplemental Services Division

The Supplemental Services Division of Emily Griffith Opportunity School is administered thru the Department of Continuing Education and Human Resource Development. The Supplemental Services Division includes the components of Assessment, Guidance/Counseling, Support Services and Transitional Activities for all secondary, post secondary and adult students at Emily Griffith Opportunity School.

In compliance with the Carl Perkins Vocational Education Act of 1984, supplemental services are provided to the handicapped and disadvantaged vocational education students, including the limited English proficient. The Supplemental Services Division offers options to these students within the Vocational Support Services Program (see attached flow chart and narrative.)

Along with the direct and indirect instructional assistance for vocational students, specialized workshops are conducted 2 - 3 times per week to accomodate special needs in:

1. Study Skills - Communication Skills
2. Developmental Studies
3. Career Directions
4. Job Seeking Skills
5. Transitional Preparation

For additional information, contact Mary Ann Sandoval, Supplemental Services Manager, 572-8218, extension 205.

EMILY GRIFFITH OPPORTUNITY SCHOOL

SUPPLEMENTAL SERVICES FOR THE DISADVANTAGED, HANDICAPPED AND LIMITED ENGLISH PROFICIENT (LEP)

COMPONENTS FROM CARL PERKINS VOCATIONAL EDUCATION ACT

COMPONENTS/ACTIVITIES	EGOS AREA ASSIGNED
I ASSESSMENT	*I
A. Personal Interviews/intake	A. Advisors/Counselors
B. Preassessment of Basic Skills	B. Assessment Lab and Computer Lab
C. Vocational Interest Inventories: i.e. Peg Work Samples	C. Assessment Lab
D. Academic Aptitudes TABE, CTBS, GATB	D. Assessment Lab Computer Lab
E. Vocational Aptitudes SAM MESA	E. Assessment Lab
	*A-D: Modified for Vocational ESL Division
II GUIDANCE, COUNSELING, CAREER DEVELOPMENT	II
A. Feedback from assessment	A. Assessment Lab, Computer Lab, ESL, Special Needs Vocational Counselor
B. Career Information 1. COSIS 2. Gould Career Package 3. Career Directions Workshop	B. Assessment Lab
C. Vocational and Career Counseling	C. Counseling Staff
D. Vocational Prog. Placement	D. In conjunction with vocational coordinator
E. Job Seeking Workshop	E. Counseling staff in Job Placement office
F. Program tours	F. Counseling staff
III SUPPORT SERVICES	III
A. Tutoring	A. Program Manager and Tutorial Staff
B. Remediation 1. Academic - Basic Skills Lab - GED Study Lab - Computer Assisted Instruction (CAI)	B. Support Staff in: - Computer Lab - GED Lab/Computer Lab - Computer Lab

COMPONENTS/ACTIVITIES	EGOS AREA ASSIGNED
III SUPPORT SERVICES (CONTINUED)	III
2. Functional	2.
- Study Skills	-Assessment Lab, Counselors and Tutorial Staff
- Living Skills	-Referred to Home Economics Dept.
3. Vocational	3.
- Applied Review Modules i.e. Basic Math for Health Occupations	-Program Manager with Vocational Education Staff
- Computer Assisted Instruction (CAI)	-Computer Lab
- Specialized learning labs, i.e. Auto Mechanics Math Lab	-Program Manager with Vocational Education Staff
- Vocational ESL Classes	-ESL Division
C. Vocational Teacher Consulting/ Inservice	C. Program Manager and Counselors
D. Coordination with other support entities: 1. JTPA 2. Vocational Rehabilitation 3. Refugee Center/CRESL 4. Advisory Committee 5. Veterans Administration 6. Financial Aid Services 7. Other District personnel i.e. Teen Parents 8. Job Service Centers 9. Other learning/resource centers and CBO's	D. Assessment Lab, Computer Lab, ESL, Special Needs Counselor
E. Program/Curriculum Modifications	E.
1. Adaptive equipment	1. Special Needs Counselor
2. Learning packets related to individual program	2. Computer Lab, ESL, Program Manager with Vocational Education Staff
IV TRANSITION (SCHOOL TO WORK)	IV
A. Counseling	-Counseling Staff Job Placement Counselor
B. Feedback/Follow-up	-Other support entity(ies) and Staff

Prepared by M. A. Sandoval
2/10/88

Emily Griffith Opportunity School

FLOWCHART NARRATIVE

VOCATIONAL SUPPORT SERVICES

1.0 Referrals for Vocational Support Services are accepted from
    1.1 Instructors of Vocational and Academic subject areas
    1.2 Counselors in ESL, Special Needs, Assessment and Careers
    1.3 Supplemental Services Advisory Committee - indirect reference in advisory capacity to counselors (1.2) and Support Staff (1.4)
    1.4 Support Staff - Tutors, Peer Counselors, Student Advisors, and Assessment personnel.

2.0 After a student referral is received, discussions are held with the student, instructor and other referring support staff to review student's needs and clarify services available.

3.0 Following conferencing, it is determined if the student is enrolled in a vocational program/course.

4.0 Current data (assessment/test results, status in basic skills labs/classes, etc.) is reviewed (if available) and shared with appropriate staff (counselors, tutors, vocational teachers, etc.)

5.0 If the student is enrolled in a vocational class/program, they are facilitated through

INTERVENTION
AND/OR
REMEDIATION
AND/OR
DIRECT TUTORIAL SERVICES
AND/OR
INDIRECT INSTRUCTIONAL SERVICES

If a student is enrolled in non-vocational classes, they are referred to

INTERVENTION
AND/OR
REMEDIATION

6.0 Services are provided to students by direct referral to
    6.1 Assessment and/or
    6.2 Counseling and/or
    6.3 Vocational ESL

7.0 Students are advised to enroll in
    7.1 Basic Skills Classes and/or
    7.2 GED and/or
    7.3 Vocational Reading, Math, English

8.0 Students may be referred to direct tutorial services--one on one or class-size tutorial labs.
    8.1 Based on students progress, a Tutorial IEP (Individual Education Plan) with specific program objectives and outcomes is developed. Outcome of the IEP may indicate a return to Intervention, Remediation and/or a career/program change.

9.0 In conjunction with vocational staff, materials and activities are made available for "self-tutoring":
    9.1 Modified Curriculum Packets - simplified, easy to learn adaptations of specific vocational curriculum.
    9.2 Applied Skill review Modules - specific basic skill applications for an individual vocational program:
    i.e. Math for Health Occupations.
    9.3 Specialized Learning Labs - class size tutorial labs in a common subject area:
    i.e. Math Lab for Auto Mechanics, Technical Terminology for Health Occupations.
    9.4 Adaptive Equipment and Materials - specialized for the handicapped to facilitate learning:
    i.e. Computer "Voice" (Software) for the visually impaired and Limited English Speaking.
    9.5 Computer Assisted Instruction - Software relative to a vocational subject area or basic skill area---using the computer-as-a-tutor.
    9.6 Study Skills - Seminars/workshops on test taking, organizing time, writing skills, etc.
    9.7 Living Skills - Seminars/workshops in independent living, self-improvement, managing a budget, consumer education, etc.

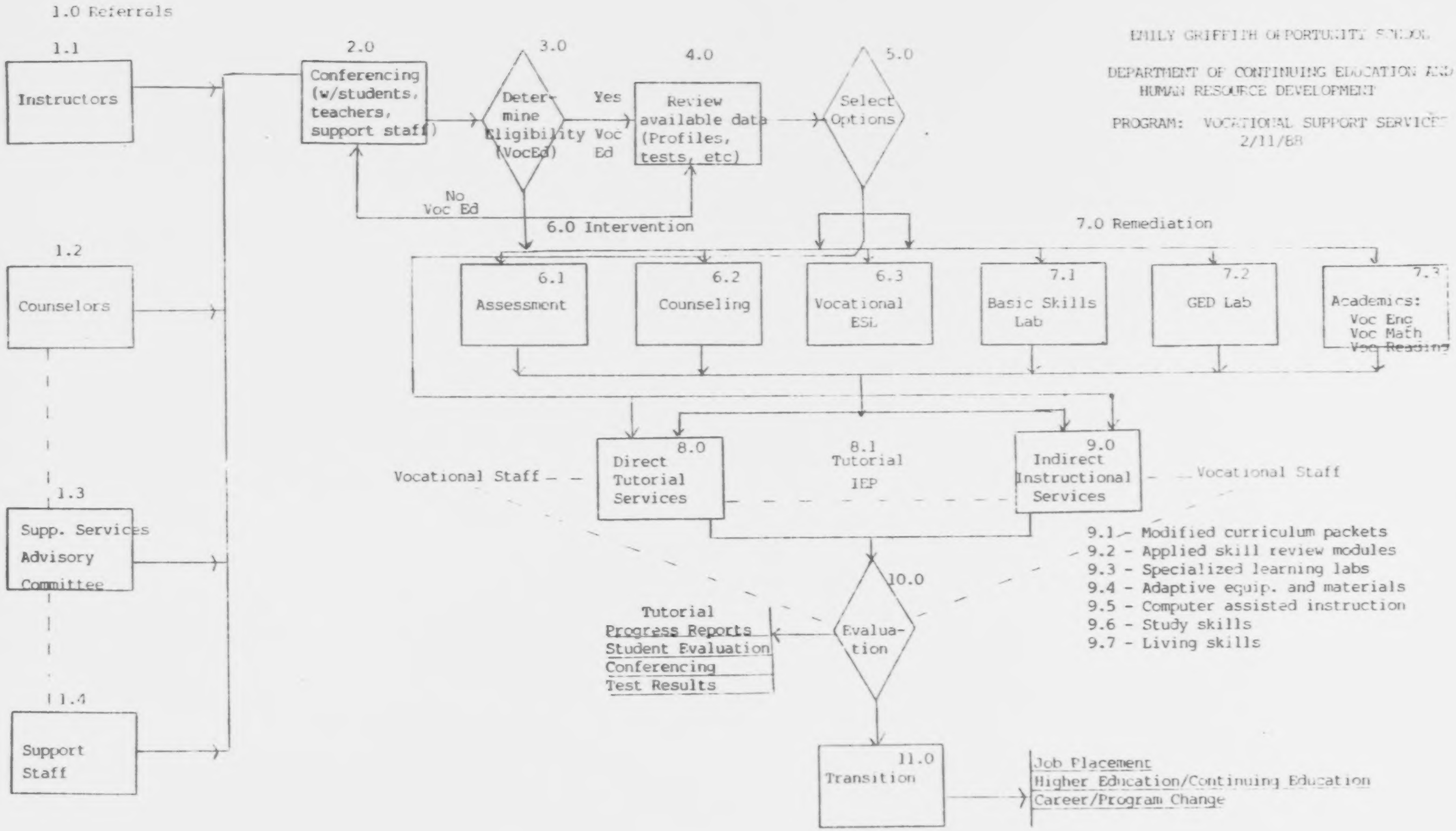
10.0 Input and feedback from tutors, teachers, students, support staff and outcomes data (i.e. IEP)

11.0 Transition process from school to work. If career change or program change is indicated, student may need to return to Conferencing and Options process.

EMILY GRIFFITH OPPORTUNITY SCHOOL

DEPARTMENT OF CONTINUING EDUCATION AND
HUMAN RESOURCE DEVELOPMENT

PROGRAM: VOCATIONAL SUPPORT SERVICES
2/11/88


1.0 Referrals
1.1 Instructors
1.2 Counselors
1.3 Supp. Services Advisory Committee
1.4 Support Staff
2.0 Conferencing (w/students, teachers, support staff)
3.0 Determine Eligibility (VocEd)
Yes Voc Ed
No Voc Ed
4.0 Review available data (Profiles, tests, etc)
5.0 Select Options
6.0 Intervention
6.1 Assessment
6.2 Counseling
6.3 Vocational ESL
7.0 Remediation
7.1 Basic Skills Lab
7.2 GED Lab
7.3 Academics: Voc Eng Voc Math Voc Reading
8.0 Direct Tutorial Services
8.1 Tutorial IEP
9.0 Indirect Instructional Services
Vocational Staff
Vocational Staff
10.0 Evaluation
Tutorial
Progress Reports
Student Evaluation
Conferencing
Test Results
11.0 Transition
Job Placement
Higher Education/Continuing Education
Career/Program Change

9.1 - Modified curriculum packets
9.2 - Applied skill review modules
9.3 - Specialized learning labs
9.4 - Adaptive equip. and materials
9.5 - Computer assisted instruction
9.6 - Study skills
9.7 - Living skills

SUPPLEMENTAL SERVICES PROGRAM

FOR

THE DENVER PUBLIC SCHOOLS
(SECONDARY)

Prepared by:

The Department of Vocational Education
1250 Welton Street, Room 250
Denver, CO 80204

July 1, 1986

Updated August 1987

Denver Public Schools
Adult, Vocational and Practical Arts

SUPPLEMENTAL SERVICE PROGRAM

Mission Statement:

To provide available method for assessing the needs of disadvantaged and handicapped student population and to provide services to meet those needs unique to their education and their lives, making possible the development of saleable skills.

Objectives of the Supplemental Service Program:

Objective 1: To provide staff and management support that develops an educational structure, process, and climate that enhances the probability of success for all students with emphasis on the identified handicapped and disadvantaged.

Objective 2: To provide individual or small group support services that are designed to assist students in coping with or in resolving concerns of vocational education or basic educational skills to enhance vocational program success as well as concerns of a personal or social nature.

Objective 3: Coordinate and join in partnership with internal district services, community services and the home or significant others to aid Supplemental Services students with legal, health, learning, or financial concerns through referral, guidance, or direct support service.

Objective 4: To assist the supplemental services student in the transition process from home to school, school to school, and school to work, and to maintain follow-up information on students served.

POLICIES AND PROCEDURES FOR SUPPLEMENTAL SERVICES

1.0 Introduction

These guidelines are provided to explain Supplemental Services to disadvantaged and handicapped vocational students who have been identified by law or as students unable to succeed in a vocational program without some support services.

2.0 Policies

2.1 Supplemental Services may be provided to students enrolled in vocational programs who meet the criteria of the definitions of disadvantaged and handicapped.

2.2 Definitions - Federal register, 1977

2.2.1 "Handicapped Persons" means

A. A person who is:
    (1) Mentally retarded;
    (2) Hard of hearing;
    (3) Deaf;
    (4) Speech impaired;
    (5) Visually handicapped;
    (6) Seriously emotionally disturbed;
    (7) Orthopedically impaired; or
    (8) Other health impaired;
    (9) Specific learning disabilities;
    (10) Multiple handicapped; and

B. Who, by reason of the above:
    (1) Requires special education and related services; and
    (2) Cannot succeed in the regular vocational education program without special educational assistance; or
    (3) Requires a modified vocational education program.

2.2.2 "Disadvantaged Persons" means

A. Persons (other than handicapped persons) who:
    (1) Have academic or economic disadvantages; and
    (2) require special services, assistance, or programs in order to enable them to succeed in vocational education programs.

B. "Academic disadvantage" means a person who
    (1) Lacks reading and writing skills;
    (2) Lacks mathematical skills; or
    (3) Persons below grade level.

C. "Economic disadvantage" means
  (1) Family income is at or below national poverty level;
  (2) Participant or parent(s) or guardian of the participant is unemployed;
  (3) Participant or parent of participant is recipient of public assistance; or
  (4) Participant is institutionalized or under State guardianship.

2.2.3 "Limited English Speaking" means:
Students have limited English speaking proficiency if they do not speak and understand the English language in a vocational setting well enough to benefit from the instruction and complete the instruction and complete the objectives of the program without special assistance.

2.3 Criteria for receiving Supplemental Services. All students receiving Supplemental Services must be enrolled in a vocational program and are identified as handicapped or disadvantaged.

3.0 Procedures

3.1 Duties of the Supplemental Services Specialist

3.1.1 Assumes leadership of supplemental services program.

A. Disseminates information regarding the supplemental services program.
B. Coordinates with Denver Public School personnel to provide a pool of applicants for tutorial (vocational resource specialist) positions in secondary schools.
C. Refers applicants to school principals for interviews for vocational resource specialist (tutor) positions.
D. Authorizes hiring of vocational resource specialists at paraprofessional III level.
E. Provides inservice training for vocational resource specialists related to tutoring techniques, recordkeeping and computer literacy.
F. Orders equipment, materials and supplies, as needed, for the program.
G. Monitors recordkeeping and reporting the program.
H. Attends meetings with the SBCCOE and other agencies as required.
I. Monitors expenditures for the program.
J. Develops and utilizes a management system for supplemental services program.
K. Develops guidelines for supplemental services staff.
L. Developes accountability procedures for supplemental services.

3.2 Duties of the Vocational Resource Specialists.

3.2.1 Assumes responsibility for providing assistance and support to the vocational staff.

3.2.2 Provides tutorial services for disadvantaged and handicapped students.

A. Works cooperatively with skill area instructors to provide educational support to students.
B. Assists in instruction of computer literacy.
C. Assists in development of instructional materials and CAI in instructional program.
D. Assists students in vocational skill areas as needed by instructors.
E. Helps to maintain instructional materials, supplies and equipment.
F. Evaluates student performance based on knowledge, skills and attitudes gained in the instructional program.
G. Maintains individual student files with appropriate records and information.
H. Maintains records and prepares reports as required by the state and the district by the required deadline.
I. Maintains proper control of students and assists them in dealing with personal, social and vocational problems.
J. Searches for existing curriculum and audiovisual materials which can be adapted for supplemental services.

3.2.3. Assignments for vocational resource specialists will begin on August 25, 1987 and will terminate on June 10 1988.

3.2.4 Vocational resource specialists will not work during Denver Public School breaks and holidays.

3.2.5 Vocational resource specialists will be hired and supervised by school principals or designees.

3.2.6 The Denver Public Schools will not be responsible for future employment of vocational resource specialists beyond the contract period.

3.2.7 The Supplemental Services contract is in effect from July 1 through June 30th.

3.2.8 Vocational resource specialists will be assigned work hours by school principals not to exceed six hours per day.

3.3 Identification of students

To be eligible for Supplemental Services the student must not be succeeding in the vocational program enrolled in and be identified by the vocational instructor or counselor or by meeting the identified criteria by law. Diagnostic testing and evaluation instruments may be utilized for early identification of potential students. However, students may not be referred for support services solely on the basis of their performance on these instruments or by meeting one of the other criteria such as economically disadvantaged.

3.4 Supplemental Educational Services

3.4.1 The type of service will be "individual, C.A.I. or small group prescriptive education" which is a student oriented approach to vocational education that is designed to provide the student with supportive services which:

A. Identify specific problems.
B. May modify curriculum.
C. May provide one-to-one coaching or tutorial services.
D. May provide learning lab assistance.
E. May provide ancillary personnel.
F. May provide schedule modification.
G. Referral or other type of intervention or direct support activities.

3.4.2 Specific Supplemental Services Objectives:

A. To maintain the student in the main stream of education.
B. To allow students every opportunity, otherwise beyond their reach, to develop the vocational skills necessary for occupational success.
C. To formalize individual prescriptive education (IEP) for an individual handicapped or disadvantaged student through:

(1) Identification
(2) Assessment and information data collection
(3) Summarization of data
(4) Development of a Plan of Action/Prescriptive goals
(5) Written objectives
(6) Program modification
(7) Evaluation and follow-up.

3.4.3 Evaluation

Evaluation of the Supplemental Services programs determined by successful performance of the student in his/her vocational program and/or on the job and continued school attendance. On-going evaluation will be made by the student, vocational instructor and supplemental services personnel. If success has been attained, supplemental services will have been completed in adherence to the "IEP" approach, the individuality of prescription. Continuous assessment and evaluation will insure the ability to arrive at the expected outcomes.

3.5 Delivery Method

3.5.1 Student Identification

Students can be identified for support services through lack of basic skills related to vocational education, through deficits noted in the assessment process, through unacceptable job performances and a number of other identified needs for support services.

3.5.2 Student Profile Forms

A student profile form shall be completed for each student receiving Supplemental Services. The profile form shall be maintained on file for the time required by public law.

3.5.3 Prescribed Supplemental Services

The tutor will recommend the prescription for each student who is not succeeding. The prescription will be developed after an analysis has been made of the reasons for the student's lack of success. It will describe suggested services to overcome the problems identified. It should also state the expected outcomes of the student. It may give an approximate time limit and the frequency of the service.

During the time of prescriptive service, on-going review and appropriate recommendations will be recorded. The prescriptive plan will be adjusted according to the student's progress and needs.

The student may receive the prescriptive service concerning his/her vocational program during class time; in or out of the classroom; on the job; during free periods; or before or after school.

3.5.4 Final Student Evalution and Transition

The final evaluation of the prescription is successful performance of the student in his/her class. If the student cannot perform as expected, a new prescription plan is initiated and successful school-to-work transition when appropriate.

3.6 Allowable Expenditures

3.6.1 Staff

Tutors, will hold the title of Vocational Resource Specialists. The principals have the responsibility of selecting qualified tutors for the supplemental services program. The tutors do not need vocational credentials. Their primary qualification is to be able to meet the needs of the student.

The tutors will work on a one-to-one or small group, 3-5 students, ratio. The Supplemental Service will not be used as a means to employ additional classroom teachers or teachers' aides.

3.6.2 Equipment

Equipment will be purchased to assist in assessment, tutorial, learning lab, or computer assisted as well as prescribed adaptive instruments/equipment. It must contribute directly to assisting the disadvantaged or handicapped student in overcoming his/her problem.

3.6.3 Supplies and Materials

Supplies and materials necessary for management of the program and direct support services for the students may be purchased by the supplemental services specialist.

3.7 Limitations of the Supplemental Services Program

Supplemental Services may be provided to aid the student to use and comprehend vocational terms, phrases, and pictorial presentations. Students with slow reading ability can not be taught to read all written material, but only to understand the printed material or his/her vocational subject or in math as it directly relates to the vocational program.

The Supplemental Services program is designed to analyze the cause of the lack of success in the vocational program and to treat the effects. Funds are not to be utilized to treat the cause. Student medical expenses, food, or lodging are not acceptable reimbursable expenditures.

3.8 Program Accountability

The Director of Vocational Education will have final responsibility, within the school district, for records, reports of program operation, program evaluation and follow-up, and reports required by the State of Colorado.

EGOS
Supplemental Services Division

Tutorial Staff Inservice
2/3/88

AGENDA

11:30 a.m. - 2:00 p.m.

11:30 - 12:15	EAT!	(Introductions and Announcements)
12:15 - 12:45	I	Tips'n Tactics
	II	Resource Materials
	III	Tutorial IEP (Individual Educational Plan)
12:45 - 1:15	IV	Educational Development Seminar
1:15 - 2:00	V	Interactive Group Discussion
		A. Progress Reports (purple)
		B. Student Evaluation Form (yellow)
		C. Assessment of all student referrals
		D. Other comments/input
		-Inservice Evaluation (blue)

Rev. 5-25-82

BOULDER VALLEY AREA VOCATIONAL TECHNICAL CENTER

SUPPLEMENTAL SERVICES

TUTOR'S WEEKLY REPORT OF STUDENT PROGRESS

Student Name________________________________ Week Beginning__________

Tutor________________________________ Program____________________

Check the appropriate statements:

Attendance	Always Present	Never absent w/o cause w/o notification	Seldom Absent	Needs Improvement	Other
Punctuality	Never Late	Sometimes Late	Frequently Late	Leaves Early	Other
Motivation	Interested/ Concerned	Unaware of Problems	Appears Apathetic	Disinterested/ Resists assistance	Other
Work Habits	Comes Prepared	Puts forth Effort	Careful/ Thorough	Needs Improvement	Other
Progress	Rapid Progress	Good Understanding/ Application	Making Progress	Limited Understanding/ Retention	Other
Other Problems	Academic/ Vocational	Health	Transportation	Equipment/ Supplies	Other

Teacher Contact: Yes/No

SUMMARY OF WEEKLY ACTIVITIES/COMMENTS

Topics covered during week:______________________________

______
Day

______
Day

______
Day

Test Score/Project Grade: __________ Terminated____________
Date / Reason

AIMS COMMUNITY COLLEGE
SUPPLEMENTAL SERVICES CENTER
TUTOR'S WEEKLY SUMMARY OF STUDENT PROGRESS

tudent Name ______________________ Week Ended ______________ 198___

Tutor ______________ Course ___________ Instructor ______________

Check the appropriate statements:

Attendance

☐ Always Present ☐ Seldom Absent ☐ Absent Without Notification

☐ Other ________________________________

Punctuality

☐ Never Late ☐ Sometimes Late ☐ Frequently Late ☐ Leaves Early

☐ Other ________________________________

Motivation

☐ Interested/Concerned ☐ Unaware of Problems ☐ Appears Apathetic ☐ Disinterested/Resists Assistance

☐ Other ________________________________

Work Habits

☐ Comes Prepared ☐ Puts Forth Effort ☐ Careful/Thorough ☐ Needs Improvement

☐ Other ________________________________

Progress

☐ Rapid Progress ☐ Good Understanding/ Application ☐ Making Progress ☐ Limited Understanding/Retention

☐ Other ________________________________

Other Problems

☐ Academic/Vocational ☐ Health/Personal ☐ Transportation ☐ Equipment Supplies

☐ Other ________________________________

Teacher Contact during week: ________________________________

Date/Reason for Meeting.

SUMMARY OF WEEKLY ACTIVITIES/COMMENTS

Please list in detail exactly what material was studied (text, chapter, problems, etc.) and what activities took place during each session. Also, record the student's progress if possible; i.e., quiz or test scores, daily grades, etc.

Student Signature

Tutor Signature

Instructor: Please check the appropriate boxes on the back, sign the form and return to Supplemental Services Center, Horizon Hall 303.

Job No. 2316

INSTRUCTOR'S WEEKLY SUMMARY:

Attendance
☐ Always Present ☐ Seldom Absent ☐ Seldom Present
☐ Other____

Completion of Course Assignments/Tests
☐ On Time/Satisfactory work ☐ On Time/Unsatisfactory
☐ Late/Satisfactory ☐ Late/Unsatisfactory
☐ Other____

Progress (Check all that apply)
☐ Is caught up with coursework.
☐ Is still behind in coursework.
☐ Needs more assistance.
☐ May not pass course even with help.
☐ Other____

Comments

____
Instructor Signature

____
Date

BOULDER VALLEY AREA VOCATIONAL TECHNICAL CENTER

SUPPLEMENTAL SERVICES

INSTRUCTOR'S REPORT OF STUDENT PROGRESS

Student Name ______________________________ Date ______________

Instructor ______________________________ Course ______________

Attendance: ____________________
Number of absences this quarter

Tests: Scores to date: ______________________________

_____ Missed some _____ Needs to retake some

Projects/Lab/Assignments: Scores to date: ______________________________

_____ On schedule _____ Behind schedule _____ Resists doing them

Homework: _____ On time _____ Late _____ Not submitted

Circle all appropriate statements:

Punctuality	Never Late	Sometimes Late	Frequently Late	Leaves Early	Other (Explain below)
Motivation	Interested/ Concerned	Seeks Assistance	Appears Apathetic	Disinterested/ Resists Assistance	Other (Explain below)
Work Habits	Comes Prepared	Puts Forth Effort	Careful/ Thorough	Needs Improvement	Other (Explain below)
Progress	Rapid Progress	Good Understanding/ Application	Making Progress	Limited Understanding/Retention/Application	Other (Explain below)
Other Problems	Math/ Reading	Transportation	Health	Language barrier	Other (Explain below)

Additional Comments: ______________________________

____

Indicate your request/s regarding this student: _____ Additional background information

_____ Conference _____ Tutorial assistance _____ Other ______________

Your review of this student's progress will be helpful in providing services as needed. Thank you for completing this report and returning it to ______________ as soon as possible.

SUGGESTED GRADING CRITERIA FOR SPECIAL EDUCATION STUDENTS

I. CONCERN

Many instructors have expressed a concern in how to grade special education students. How can you grade maintaining student motivation and your program standards?

II. PROBLEM

Many special education students cannot keep pace with the rest of the class. They may work slower or it may take them a longer period of time to learn a task. It's not fair to compare these students to the other students in your program. Then how do you grade them?

III. SOLUTIONS

A. Alternative Grading Criteria

1. Grades don't need to reflect skill level, this can be done on the permanent record.
2. Establish realistic objectives for the student to be covered in a certain time period. The completion of these objectives are then used as the criteria for grading.
3. Consider qualities such as:
   - working to fullest potential
   - attendance
   - attitude
   - willingness to ask for help
   - trying hard

B. Program Modifications

1. Evaluate your field and determine if there are areas in which a student can specialize rater than complete the entire curriculum.
2. Reduce the number of projects or units required.
3. Extend length of time student is enrolled in the program.

C. Certificate and Permanent Records

1. If the student completes a program successfully, issue a certificate.
2. If a student has specialized in a particular area, issue a specialized certificate covering only those skills learned.
3. Have the special education teacher consign the certificate.
4. List skills learned on the permanent record.

TABLE V

Possible Modifications Which Can Make Vocational Materials More Effective for Special Needs Students

1. Taped Versions of Written Material*
2. Written Versions of Taped Material*
3. Regular Materials in Braille
4. Large Print Versions of Regular Material
5. Language at Appropriate Reading Level Using Simplified Versions of Regular Material**
6. Vocabulary List of Essential Vocational Terms Used in Regular Material*
7. Use of an Interpreter for Deaf Students
8. Use of a Notetaker
9. Use of a Peer Tutor
10. Outlines of Class Lectures
11. Oral Tests and/or Reports (Could also be taped)
12. Use of a Person Who Serves As Reader (Volunteer or Paid)
13. Self Instructional Materials (at appropriate reading level)
14. Captioned Films/Television
15. Overhead Transparencies, Charts, and Other Visual Materials
16. Modified Facilities and Equipment
17. Marginal gloss: Questions, tasks, and/or statements are written in the right margin of the text and refer to the important concepts within the narrative.***
18. Highlighting: (Underlining important or key facts in the narrative using a colored marking pen).***
19. Boxing: (Drawing a box around directions or critical paragraphs).***
20. Grouping: (Grouping problems requiring the same functions).***
21. Sequence cards: (Developing sequence cards which identify the steps to be followed in completing a task.***
22. Masking: Placing a sheet of paper or cardboard cut to the width of the text to cover portions of the narrative.***

* Alfest, Hartley, Rocco, 1975
** Phelps, 1977
*** Johnson, 1979

INDIVIDUAL EDUCATION PROGRAM (IEP) attachment

STUDENT NAME ______________________ DATE ____________________

CHARACTERISTICS OF SERVICE

Vocational Program ____________________________________

This student needs the the following modifications to comply with his/her Individual Education Program (IEP)

CONTENT MODIFICATION

____ Extra time to complete assignments and projects
____ Directions/instructions given orally and in writing
____ Long range projects broken down into short-term (small) assignments
____ Provide multi-sensory, hands-on instructions or activities
____ Modify reading assignments
  ____ shortened length
  ____ adapted reading level
  ____ tape summary of reading material
____ Modify math assignments
  ____ shorten length
  ____ divide assignment into steps
  ____ give problems on appropriate level ____________________
____ Modify Written Assignments
  ____ Shortened length and requirements
  ____ Grammar, spelling, punctuation errors are noted but not evalu
  ____ Extra time to complete written assignments
  ____ Allow someone to write answers for the student
  ____ Provide alternatives such as oral presentation, drawings, tape recordings etc. ______________________________
____ Other Modifications
  ____ Provide a script/notes/study guide of lectures
  ____ Supplemental visual materials
  ____ Minimize memory demands
  ____ Vocabulary list prior to lesson
  ____ Repetition of explanation; practice

ENVIRONMENTAL MODIFICATIONS

____ Structures environment
____ Limited Distractions
____ Consistent expectations and consequences
____ Preferential seating

____ Regular feedback and progress check

____ Utilize techniques to increase productivity

____ Other ____

MODIFICATION IN EVALUATION

____ Extra time to complete tests, quizzes

____ Tests given/taken orally or with reading assistance

____ Allow to use notes/study guide/textbook on tests

____ Daily work/participation evaluated in lieu of tests

____ Modify tests

____ Evaluate individually

____ Grade based on potential instead of program standards

____ Other ____

COMMENTS AND OTHER SUGGESTIONS

____

____

____

____

____

STUDENT CHARACTERISTICS

____

____

____

READING LEVEL ________________

MATH LEVEL ________________

SPELLING LEVEL ________________

VOCABULARY LEVEL ________________

TECHNIQUES FOR ADAPTING PRINTED MATERIALS

1. Convert print to audio-tapes
    a. Maintain high quality sound.
    b. Determine comprehension through oral questions.
    c. Incorporate periodic breaks into each listening session.
2. Highlight main ideas
    a. Use a translucent felt-tip marker.
    b. Use underlining.
    c. Use black-out marker.
3. Cut-and-paste revision
    a. Cut out only ideas and concepts you want to present.
    b. Delete nonessential information.
    c. Supply appropriate headings.
4. Translate into graphic aids
    a. charts
    b. graphs
    c. maps
    d. mock-ups
    e. models
    f. real objects and materials
    g. illustrations
5. Reorganize and sequence logically
    a. ideas
    b. tasks
    c. directions
6. Use advance organizers
    a. outlines
    b. pretests
    c. unit questions to be answered
    d. special vocabulary definitions
    e. study guides
    f. chapter summaries
    g. chapter objectives
    h. background information
7. Rewrite materials
    a. Simplify
        i. vocabulary
        ii. graphic aids
        iii. format
    b. Reduce
        i. length of sentences
        ii. length of paragraphs
        iii. length of unit or segment
8. Provide for closure
    a. Present the material in several small units.
    b. Establish a time line for completion of assignments.
9. Include a feedback system
    a. Provide immediate feedback on performance.
    b. Include self-checking answer keys.

Sample CONTRACT

Date September 16

This is an agreement between John Jones (Student's Name) and

and Gary Hanson (Instructor's Name). The contract begins on Sept 20 (Date)

and ends on Sept 25 (Date). It will be reviewed on Sept 23 (Date).

The terms of the agreement are:

The student will Mount and balance 8 tires (4 tires spin balance 4 tires bubble balance

for the consequence of: Successful com pletion of tire balancing

The instructor will let student bring his car in on Friday to change oil and flush radiator.

John Jones
Student's Signature

Gary Hanson
Instructor's Signature

ASSISTIVE DEVICES AND MODIFICATIONS

Overview

The term "assistive devices" refers to equipment and aids designed to help facilitate handicapped individuals achieve a higher level of proficiency in their school, daily living and vocational activities. The variety of devices is quite broad. Assistive devices provide a variety of functions. For example, for feeding individuals, speaking for them, and making other equipment easier to use. Examples are to be found in both the "low tech" and "high tech" areas. Many devices are manufactured in limited quantities while others are made according to individual specifications. Today, the problem for educators is learning enough about the field in order to provide appropriate assessment of individuals and devices and to coordinate the assessment and procurement process.

Definitions/Terminology

Adaptation - any change that enables a person to perform a task more effectively.

Communication Aid - any aid with letters, numbers, pictures or symbols that helps to facilitate communication on any level or in any environment. This includes lap trays, communication boards, photograph cards as well as electronic and microcomputer based aids with encoding systems.

Computer Access - applies to any means of using a computer, from typing with one's fingers on a keyboard to using a chinstick to type with or a parallel system that replaces the keyboard.

Encoding - a system which uses symbols to represent letters, words or phrases.

High Technology - refers to any technical aid which is developed through the use of sophisticated electronics and microcomputer chips. These assistive devices are usually higher priced.

Low Technology - refers to assistive devices that can be made easily by non-technically oriented persons. The cost of materials and the development of these aids is usually quite low.

Frequently Asked Questions

Q. WHAT IS AN ASSISTIVE DEVICE?

A. An assistive device is any specialized aid or piece of equipment that enables a person with a disability to function more independently.

Q. ARE ASSISTIVE DEVICES AVAILABLE FOR ALL DISABILITY GROUPS?

A. Most assistive device centers and services provide a range of devices for persons with various disabilities. More, however, are available for individuals with physical, communication and visual disabilities. Many of the aids will be found helpful by persons who are learning disabled, mentally retarded or hearing impaired.

Q. WHAT CUES MAY A TEACHER USE TO DETERMINE WHETHER A STUDENT NEEDS AN ASSISTIVE DEVICE?

A. The following cues provide a partial answer.

- Production rate in writing, tool manipulation, or in a variety of vocational education tasks;
- Difficulty in completing a task due to positioning or handicapping condition;
- Inability to communicate by voice;
- Inability to work independently;
- Reading problems; and
- Behavioral problems occurring concurrently with a particularly frustrating task.

Q. HOW IS AN INDIVIDUAL ASSESSED IN ORDER TO DETERMINE THE MOST APPROPRIATE ASSISTIVE DEVICE FOR HIM/HER?

A. Some cases may require only an informal assessment where the teacher will observe the student working on tasks in the classroom. Two examples may illustrate this approach. The teacher may notice that the student tires easily because the keyboard is not within easy reach. Raising the keyboard may solve the problem. A second example is when the teacher notices that the student has difficulty holding material in place while drilling. Devising a simple jig to hold the material steady allows higher quality and decreased time involved on task.

A formal assessment may be necessary when an individual has difficulty in several areas such as seating/positioning, adapting equipment and restructuring a task or job. In this instance, it would be essential to employ a team approach including teachers, therapists, engineers and/or experts in technical aids. For example, an individual in a wheelchair with a limited ability to communicate has a more complex problem. In this instance, a need exists for an occupational and speech therapist, teacher, the student him/herself, and perhaps a specialist in assistive devices. The members of a team will vary with each individual case.

Q. WHERE CAN STUDENTS BE EVALUATED FOR ASSISTIVE DEVICES?

A. Hospitals, clinics, rehabilitation centers, distributor's of medical equipment and technical aids, communication laboratories and schools are all possible sites for assistive device evaluations. Missouri LINC has a consultant directory available for the state which provides listings of resource professionals who will provide such services on an individual basis.

Q. WHEN THE IEP STATES THAT AN ASSISTIVE DEVICE IS NECESSARY, WHO PROVIDES THE FUNDING?

A. The school, in many cases, will provide funding for the assistive device when the device is used exclusively for educational purposes. If funding is not available through the school, several alternatives should be explored. Examples include the individual's family, discretionary grants from the Division of Special Education, health insurance companies, organizations dedicated to specific handicapping conditions or service organizations such as Kiwanis or Lions Club. For further information, please refer to the funding strategies publication.

Q. WHEN IS A COMMUNICATION AID/DEVICE AN APPROPRIATE ALTERNATIVE FOR A STUDENT?

A. When a person has a speech or language disorder that impedes his/her functional use of communication and interacting with others, there is a need for some form of intervention. Intervention by way of a communication device may take many forms, from a very simple lap tray to a very complex electronic encoding system. Augmentative communication aids can help to supplement a person's existing speech by allowing the aid and the residual speech to work interactively, providing the opportunity for total communication.

Writing and conversation are important aspects of communication to consider. If there is a deficit in one or more of these areas, a communication aid should be considered.

Another important factor is the rate of communication. The rate of which an individual needs to communicate will vary from one setting to another as well as from one individual to another. An individual's specific need will dictate which type of communication aid is utilized.

Q. HOW IS A COMMUNICATION DEVICE INTEGRATED INTO A PERSON'S SCHOOL, HOME OR WORK SETTING?

A. It is important that careful attention be given to the environment(s) in which the communication aid will be used. The early stages of assessment should reveal whether or not a particular communication aid will work in the desired settings. During the assessment period several devices should be "tried out" in the various settings to determine their effectiveness. This is especially critical for the more sophisticated communication aids which can be very costly. Experimentation and training time are essential in order to enhance the adjustment period for both the "communicator" and the "communicatee".

Q. HOW CAN MICROCOMPUTERS BE CONSIDERED ASSISTIVE DEVICES?

A. Microcomputers may be used alone or in conjunction with other types of equipment and devices. Used alone, microcomputers may be used to enlarge print, complete writing assignments and to instruct. The latter may be supplemental or part of the regular instructional program. In conjunction with other devices, the computer may be a written or oral communication aid and may assist in mobility and in environmental control such as controls on instructional or daily living equipment including light switches, radio, computer and TV.

Q. WHAT FACTORS MUST BE CONSIDERED WHEN A COMPUTER IS TO BE ADAPTED FOR PHYSICALLY HANDICAPPED STUDENTS?

A. Two factors are essential when consideration is given to matching computers and physically handicapped students. These are: 1) the characteristics of the student, and 2) the characteristics of the computer hardware and software. These two considerations should be viewed interactively but with greater attention being placed on the student's needs and capabilities.

Some characteristics of the student to watch for are:

- Seating: if the student is in a wheelchair, he/she will need to be seated with the computer at the appropriate angle and reach. Seating in the wheelchair may need to be adjusted as well as positioning the height of a table. Once appropriate seating is established, it should remain consistent unless the need for a change arises.
- Endurance: physical stamina should be assessed to ensure adequate performance.
- Ability: an assessment of the individual's abilities, both physical and intellectual, should reveal the area(s) of computer applications that will be most appropriate. One's ability will determine the level of adaptations that will be needed.
- Range-of-motion: this characteristic should be assessed by an occupational or physical therapist. Many software programs and hardware adaptations are available to decrease the amount of physical involvement necessary to utilize a computer. There still exists the need for some movement in order to complete all necessary tasks such as loading and unloading floppy disks.

Some characteristics of the computer hardware and software to watch for are:

- Keyboards: sometimes keyboards are difficult to reach and the individual keys may be difficult to press. Many alternatives exist to modify keyboards. The following are som suggestions of how a keyboard may be modified:

- Raise the keyboard to a height and angle appropriate for the individual.
- Adapt keys used for double-key functions by using software programs, mechanically altering the keyboard or developing an external device to hold a key in place.
- Use a keyboard overlay to inhibit the striking of incorrect keys.

. Expanded Keyboards: if simple modifications, as listed above, are not viable, an expanded keyboard may be an option. These are more costly and are primarily available through national vendors of adaptive equipment.

. Switches: are for those severely physically handicapped persons. Many switches can enable easy access to the computer including puff-sip switches, eyebrow wrinkle switch, and pressure switches. These may be constructed for a minimal cost or purchased.

. Keyboard Emulators and Expressive Communication Aids: may be used as an alternative input system. Only the more sophisticated communication aids have computer compatibility, but are excellent alternatives for secondary and post-secondary students.

. Software: some companies and individual's have produced software programs which enable a person to activate a series of commands by selecting one key. These programs use an encoding system.

. Voice Recognition: currently one of the more sophisticated means of accessing a computer, voice recognition is still very much in the development stage. This is probably not the optimum means of input for anyone at this point in time. Research and development is continuing.

. Visual Activation: one device called the "eye typer" is available for persons who have no other means of accessing the computer. It is, however, so new that little is known regarding its effectiveness.

Q. WHAT FACTORS MUST BE CONSIDERED WHEN A COMPUTER IS TO BE ADAPTED FOR NON-PHYSICALLY HANDICAPPED STUDENTS?

A. Frequently, little need exists for modifying the input to the computer. However, modifying the output for learning disabled, mentally retarded, and very young students is helpful. Speech synthesis allows the student to hear and see the message on the screen. Some learning disabled students may also benefit from reading upper case letters and/or enlarged letters.

Q. WHERE AND HOW DO I FIND MORE INFORMATION ON USING ASSISTIVE DEVICES IN TEACHING?

A. Try Missouri LINC first as staff have completed monographs which can help. LINCfact 922: Assistive Devices Help in Classroom Learning is free upon request. A revised resource directory listing assistive devices and distributors within functional categories will be made available in the fall of 1985 through the Instructional Materials Laboratory at UMC. In addition, a number of resources are available to Missouri LINC staff who can use them to answer specific questions. Individual's within Missouri may call by dialing 1-800-392-2733 and those calling from outside of Missouri may call 1-314-882-2733.

References

Assistive devices help students in classroom learning: LINCfact 922. (Available from Missouri LINC, 609 Maryland, Columbia, MO 65211).

Bowe, F. (1984). *Personal computers and special needs*. Sybex, Inc.: Berkeley, CA.

In this publication, Bowe gives the reader a broad scope of microcomputer applications in education, work and independent living. He discusses specific technology as it relates in various handicapping conditions. Examples are given of individual applications as well as a buyer's guide. If you need helpful ideas to sell your proposal for bringing computers to the handicapped, this is it!

Hagen, D. (1984). *Microcomputer resource book for special education*. Reston Publishing Company, Inc.: Reston, VA.

Dolores Hagen is a mother of a hearing impaired child, an educator, and an authority on computer applications in special education. She has written computer programs for special education classes. She discusses Computer Assisted Instruction (CAI) as it relates to specific populations. A comprehensive listing of software is included with reference to curriculum area, handicapping condition, cost and company. This is a good introduction to the subject of microcomputers in special education as well as a reference guide for software and hardware.

Jageman, L. (1984). *Adaptive fixtures for handicapped workers*. (Available from Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751)

McWilliams, P. (1984). *Personal computers and the disabled*. Quantum Press, Doubleday & Company, Inc.: Garden City, NY.

Peter McWilliams discusses how computers enhance the lifestyle of handicapped individuals. A major portion of this book deals with a comparison of the various hardware available. Many excellent resources are listed in the book to assist handicapped persons in locating additional services. McWilliams mixes humor and "high tech" to make this a very readable book. For more information on these materials, call (800) 392-0533.

National Institute of Handicapped Research. (1985). *Rehabilitation brief: Bringing research into effective focus*, (ISSN: 0732-2633). Washington, DC: Office of Special Education and Rehabilitation Services.

This information center will provide resources regarding assistive devices to handicapped persons or professionals via phone or mail. Currently there is no charge.

Resources

Alan J. Brown Center for Alternate Communication and Environmental Control
345 East Superior Street
Chicago, IL 60611
(312) 649-2556

Comprehensive evaluation and training in the use of alternate/augmentative communication and environmental control units.

Assistive Device Center
School of Engineering
California State University-Sacramento
6000 J Street
Sacramento, CA 95819
(916) 454-6422

Information clearinghouse and construction of many assistive devices available from this center.

Assistive Devices Information Network
Division of Developmental Disabilities
University Hospital School
Iowa City, IA 52242
(319) 353-5564
Frank Puckett

This information center will provide resources regarding assistive devices to handicapped persons or professionals via phone or mail. Currently there is no charge.

National Rehabilitation Information Center (NARIC)
4407 8th Street N. E.
Washington, D. C. 20017
(202) 635-5822

Funded by the National Institute of Handicapped Research, NARIC provides information about assistive devices to handicapped persons and professionals for a fee. Currently, there are more than 10,000 assistive devices listed on their computerized network.

Pennsylvania Assistive Device Center
Central Pennsylvania Special
Education Resource Center
150 S. Progress Avenue
Harrisburg, PA 17109
(717) 657-5840
Mary Brady

A new center funded by the Department of Education in Pennsylvania.

Physically Impaired Association
(PAM) Assistance Center
601 W. Maple
Lansing, MI 48906
(800) 426-7426 in Michigan
(517) 371-5897
Arselia S. Ensign

Provides information about assistive devices. All handicapped individuals are eligible and there is no charge for assistance.

Trace Research and Development Center
314 Waisman Center
1500 Highland Avenue
Madison, WI 53706
(608) 262-6966

Development and designing of technical aids related to computer access, communication and positioning, as well as literature dissemination are primary activities of this center. Fees vary with individual cases.

Source: Module: Assistive Devices and Modifications. Missouri Linc, University of MIssouri-Columbia. 609 Maryland, Columbus, MO 65211.

COLORADO TRANSITION PROGRAMS

1. University of Colorado at Colorado Springs
   Supported Employment Partnerships
   Contact: Jim Husch (719) 593-3177

2. Cherry Creek - Transition Partnership
   Contact: Marti O'Brien (303) 697-3700

3. Denver Public Schools - Learning for Living
   Contact: John Leslie (303) 837-1000

4. Colorado State University - Fort Collins
   Transition Services
   Contact: Karen Spencer (303) 491-5930

5. Jeffco - TOPS (Postsecondary)
   Contact: Diana Holland (303) 233-3363

6. Littleton Public Schools Transition Program
   Contact: Page Tatar (303) 797-5696/5908

7. State of Colorado Interagency Transition Pilot Project
   Contact: Deborah Ryder (303) 420-2942

8. St. Vrain Valley School District (Secondary)
   Contact: Allen Stroh (303) 772-7700

9. Community College of Denver
   College for Living Program
   Contact: Pat Prickett (303) 556-8455

HIGH SCHOOL TRANSITION PLAN

TRANSITIONAL PLANNING TEAM MEMBERS

STUDENT NAME ____________ DISTRICT ____________ SCHOOL ____________

ADDRESS ____________ (Street) (City) (State) (Zip) PHONE ____________

PARENT NAME ____________ ADDRESS ____________ PHONE ____________

TEACHER NAME(S) ____________ SCHOOL ADDRESS ____________ PHONE ____________

NAME ____________ AGENCY ____________ ADDRESS ____________ PHONE ____________

NAME ____________ AGENCY ____________ ADDRESS ____________ PHONE ____________

TRANSITIONAL GOALS (Expected outcomes after graduation)

1. VOCATIONAL PLACEMENT:
   - ___ Competitive Employment — Selected Occupation ____________
   - ___ Post Secondary Education — Institution ____________ Program ____________
   - ___ Supported Employment — Selected Employment Station ____________
   - ___ Other — Description ____________
2. RESIDENTIAL PLACEMENT:
   - ___ Independent Living — Location ____________
   - ___ Supported Living (Group home, Dorm, etc.) ____________
   - ___ Living with Relative ____________
   - ___ Other — Description ____________
3. TRANSPORTATION:
   - ___ Public Transportation ___ Driver's License ___ Own Car ___ Relative's Car
   - ___ Other Describe ____________ Special Requirements ____________
4. OTHER:
   - ___ Social — Description ____________
   - ___ Leisure Time — Description ____________
   - ___ Community — Description ____________
5. COMMUNITY AGENCIES AND SUPPORT SERVICES IDENTIFIED TO ASSIST IN THE TRANSITION PROCESS (List)

____________ ____________

____________ ____________

9th GRADE

VOCATIONAL ASSESSMENT

Skills______________________________

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Interest____________________________

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CAREER EXPLORATION

In School___________________________

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____

Community___________________________

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WORK HABITS

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SOCIAL SKILLS

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INDEPENDENT LIVING

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____

____

RELATED ACADEMICS

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10th GRADE

VOCATIONAL ASSESSMENT

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CAREER EXPLORATION

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WORK HABITS & BEHAVIOR

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____

SOCIAL SKILLS

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INDEPENDENT LIVING

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TRANSPORTATION SKILLS

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RELATED ACADEMICS

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11th GRADE

VOCATIONAL SKILL DEVELOPMENT

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JOB SEEKING SKILLS

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JOB RETENTION SKILLS

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WORK HABITS & BEHAVIOR

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____

____

SOCIAL AND LEISURE SKILLS

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____

INDEPENDENT LIVING

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____

____

TRANSPORTATION SKILLS

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RELATED ACADEMICS

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12th GRADE

VOCATIONAL SELECTION

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JOB SEEKING SKILLS

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JOB RETENTION SKILLS

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WORK HABITS & BEHAVIOR

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____

____

SOCIAL AND LEISURE SKILLS

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____

INDEPENDENT LIVING

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____

TRANSPORTATION SKILLS

____

____

RELATED ACADEMICS

____

____

QUESTIONS THAT SHOULD BE ANSWERED BY GRADUATION

1. Where is the student going vocationally? Further training or education? A specific job?

2. Where will the student live?

3. What will be the major form of transportation the student will use?

4. What strategies will be used by the student to maintain and increase his/her social life?

5. What leisure time activities will the student be involved in?

6. How will the student meet his/her medical needs?

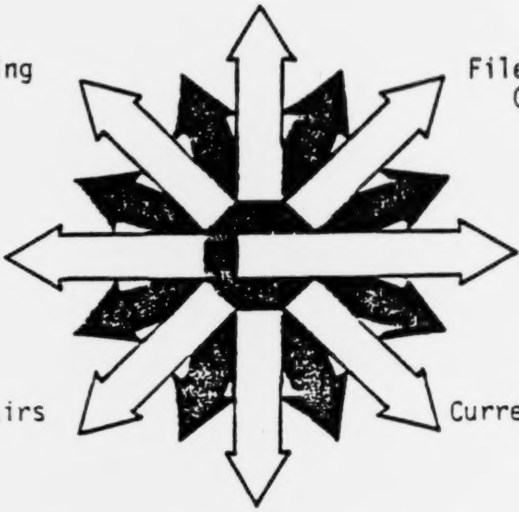
7. What agencies will help?

FAST FACTS... JOB PLACEMENT SERVICES

At one time or another we all find ourselves in a situation when we really don't know which way to turn. Indecision is a rough thing to handle - especially if it occurs when one is looking for work...or planning a career.

To help people avoid such situations, the JOB PLACEMENT AND CAREER GUIDANCE STAFF at Emily Griffith Opportunity School have created "EGOS" - an acronym for Emily Griffith Opportunity School. "EGOS" represents the school's continuing efforts to help people in all walks of life in determining their job objectives and in organizing a well planned job search. Both are necessary and important steps in these days of increasing unemployment.

THE JOB PLACEMENT OFFICE OFFERS:



Job Counseling

File of Current Job Openings

Job Seeking Skills Workshops

Bulletin Board with Employment Opportunities

Career Fairs

Current Newspaper Want Ads

Labor Market Information

The Job Placement Office, located in room 205, is open Monday through Friday from 7:30 a.m to 4:00 p.m and on Wednesday and Thursday evenings from 5:30 to 8:30 p.m. Pam Nelson, Chris Millius and Lori High are available to help you with your needs.

Why not try us? You have nothing to lose and lots to learn. Let EGOS show you the way to success.

Emily Griffith Opportunity School

Denver's "Big Apple."

Any way you slice it, it's quality adult education.

1250 Welton St. Denver, CO 80204 303-572-8218

OCCUPATIONAL SUPPLY/DEMAND REPORT

JULY 1987 - JANUARY 1988

COLORADO DEPARTMENT OF LABOR AND EMPLOYMENT
600 GRANT STREET
DENVER, COLORADO 80203

PREPARED BY
LABOR MARKET INFORMATION SECTION
ECONOMIC OUTLOOK AND PLANNING INFORMATION UNIT

MARCH 1988

COLORADO DIVISION OF EMPLOYMENT AND TRAINING
JOB BANK JULY 1987 - JANUARY 1988
STATE OF COLORADO
TABLE V

HOURLY WAGE RATES FOR SELECTED OCCUPATIONS

OCCUPATION CODE	EMPLOYER JOB TITLES	JOB OPENINGS RECEIVED PAY SCALE MINIMUM	AVERAGE	MAXIMUM
001261010	ARCHITECTURAL DRAFTER	5.00	7.52	10.00
003061010	ELECTRICAL ENGINEER	8.08	12.89	16.83
003061014	ELECTRICAL TEST ENGINEER	10.00	10.77	11.54
003161010	ELECTRICAL TECHNICIAN	5.00	7.02	8.55
003161014	ELECTRONICS TECHNICIAN	5.00	7.19	14.20
003167062	EDP SYSTEMS ENGINEER	10.38	15.43	24.04
003261010	INSTRUMENTATION TECHNICIAN	8.50	9.00	10.00
003281010	ELECTRICAL DRAFTER	9.44	9.44	9.44
003281014	ELECTRONIC DRAFTER	5.00	7.84	10.00
005061014	CIVIL ENGINEER	6.10	12.36	15.58
005281010	CIVIL DRAFTER	5.20	7.30	9.23
005281014	STRUCTURAL DRAFTER	5.00	7.51	9.52
007061014	MECHANICAL ENGINEER	9.62	15.19	19.23
007161018	MECH-EQUIP ENGINEERING ASST	5.00	10.91	18.46
007167018	NUMERICAL-CONT TOOL PROGRAMMER	7.30	11.73	14.42
007281010	MECHANICAL DRAFTER	5.00	8.33	17.00
008061018	CHEMICAL ENGINEER	10.38	14.88	16.73
008261010	CHEMICAL ENGINEERING TECH	6.57	6.57	6.57
010061014	MINING ENGINEER	10.02	10.02	10.02
012167042	MANUFACTURING ENGINEER	5.50	12.09	15.63
012167066	EDP SYSTEMS ANALYST	9.13	15.46	24.04
017281014	DRAFTER APPRENTICE	4.50	4.50	4.50
018167018	LAND SURVEYOR	5.00	5.67	6.00
018167034	INSTRUMENTS-SURVEYOR ASSISTANT	5.00	7.36	10.00
020162014	BUSINESS PROGRAMMER	8.00	13.31	20.00
020167022	ENGRNG & SCIEN PROGRAMMER	7.00	13.69	20.00
020187010	INFORMATION-SYSTEM PROGRAMMER	5.00	9.03	11.92
022061010	CHEMIST	8.65	11.15	14.42
022261010	CHEMICAL LABORATORY TECHNICIAN	5.50	5.97	6.92
024061018	GEOLOGIST	8.30	12.30	15.00
029081010	ENVIRONMENTAL ANALYST	13.27	14.64	16.15
029261010	LABORATORY TESTER (ANY IND)	5.00	6.50	8.65
041061030	BIOLOGIST	7.13	8.97	10.80
045107010	COUNSELOR	4.02	6.40	10.58
045107042	VOC REHAB COUNSELOR	6.25	6.25	6.25
074161010	PHARMACIST	14.40	14.40	14.40
075374010	GENERAL-DUTY NURSE	6.50	9.50	14.59
076121010	OCCUPATIONAL THERAPIST	7.55	8.46	10.29
076121014	PHYSICAL THERAPIST	10.81	12.17	13.52
077117010	CHIEF DIETITIAN	4.25	7.97	11.68
078361010	DENTAL HYGIENIST	9.00	15.25	25.00
078361014	MEDICAL TECHNOLOGIST	6.50	8.44	10.80
078381014	MEDICAL-LABORATORY TECHNICIAN	8.97	8.97	8.97

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JOB BANK JULY 1987 - JANUARY 1988
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079361010	RESPIRATORY THERAPIST	9.50	9.50	9.50
079367010	MEDICAL ASSISTANT	5.00	5.00	5.00
079371010	DENTAL ASSISTANT	4.50	5.91	10.42
079374014	LICENSED PRACTICAL NURSE	4.50	6.71	8.00
090227010	COLL OR UNIV FACULTY MEMBER	5.77	12.93	20.00
091227010	SECONDARY SCHOOL TEACHER	5.77	8.43	12.49
092227010	ELEMENTARY SCHOOL TEACHER	4.05	5.80	8.00
092227018	PRESCHOOL TEACHER	4.50	5.29	6.00
097227014	VOCATIONAL TRAINING INSTRUCTOR	4.56	8.42	14.42
099327010	TEACHER AIDE I	4.50	5.76	6.94
100127014	LIBRARIAN	8.17	8.17	8.17
100367018	LIBRARY TECHNICAL ASSISTANT	4.18	6.40	8.62
110107010	LAWYER	8.00	9.31	11.69
119267026	PARALEGAL ASSISTANT	7.50	8.40	9.62
131267026	TECHNICAL-PUBLICATIONS WRITER	5.00	7.89	15.35
159124010	CAMP COUNSELOR	4.25	7.70	18.75
160162014	AUDITOR	5.75	6.63	7.00
160167010	ACCOUNTANT	4.50	8.62	12.50
160167018	COST ACCOUNTANT	5.77	8.17	14.42
160267018	ESTIMATOR	5.77	9.62	19.23
162157038	PURCHASING AGENT	5.50	10.75	15.60
163167018	SALES MANAGER (ANY IND)	4.10	8.33	17.31
165067010	PUBLIC RELATIONS REP	4.62	8.64	11.54
166267010	EMPLOYMENT INTERVIEWER	5.76	7.59	10.58
166267018	JOB ANALYST	12.61	12.61	12.61
169167010	ADMINISTRATIVE ASSISTANT	5.00	7.71	14.42
169167014	ADMINISTRATIVE SECRETARY	5.53	6.79	8.99
169167034	OFFICE MANAGER (ANY IND)	4.35	6.61	16.83
169167058	UNDERWRITER	4.62	4.62	4.62
182167026	CONSTRUCTION SUPERINTENDENT	10.00	10.00	10.00
182267010	CONSTRUCTION INSPECTOR	9.62	9.62	9.62
183117010	BRANCH MANAGER	6.92	12.53	19.04
183117014	PRODUCTION SUPERINTENDENT(ANY)	5.77	9.17	21.63
185137010	FAST-FOOD-SERVICES MANAGER	4.10	5.23	8.65
185167014	AUTOMOBILE-SERVICE-STATION MGR	6.00	6.00	6.00
185167046	RETAIL STORE MANAGER	4.25	7.02	18.75
186167018	APARTMENT HOUSE MANAGER	4.25	8.45	16.25
187167046	EXECUTIVE HOUSEKEEPER	4.75	5.85	7.21
187167106	FOOD-SERVICE MANAGER	4.25	6.49	11.54
187167186	RESIDENCE SUPERVISOR	4.62	7.82	15.00
188167010	APPRAISER (GOV SER)	5.50	6.42	8.96
189117022	INDUSTRIAL-ORGANIZATION MGR	8.65	8.65	8.65
189167018	MANAGEMENT TRAINEE	4.25	5.74	10.58

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189167034	SECURITY OFFICER	4.25	5.29	9.00
195107010	CASEWORKER	4.35	8.47	16.87
195107022	SOCIAL-GROUP WORKER	5.05	5.05	5.05
195164010	GROUP WORKER	5.24	5.67	6.17
195167010	COMMUNITY-ORGANIZATION WORKER	4.21	5.30	7.71
195227010	GROUP-WORK PROGRAM AIDE	4.38	4.38	4.38
195267010	ELIGIBILITY WORKER	5.00	8.20	15.80
199167014	URBAN PLANNER	7.48	7.48	7.48
199361010	RADIOGRAPHER	9.68	9.98	10.55
199364014	SCIENTIFIC HELPER	7.18	7.18	7.18
201362010	LEGAL SECRETARY	3.75	5.95	9.81
201362014	MEDICAL SECRETARY	4.00	5.04	7.35
201362030	SECRETARY	3.46	5.77	11.54
203362010	CLERK-TYPIST	3.50	4.95	7.50
203382022	MORTGAGE-PROCESSING CLERK	4.00	6.05	9.65
203582022	DATA TYPIST	3.50	4.83	7.00
203582030	KEYPUNCH OPERATOR	4.00	5.27	8.50
203582054	TERMINAL OPERATOR	3.75	4.97	6.50
203582062	TYPESETTER-PERFORATOR OPERATOR	3.75	4.67	5.50
203582066	TYPIST	3.50	5.00	8.00
205362014	EMPLOYMENT CLERK	3.50	5.83	7.00
205362018	HOSPITAL ADMITTING CLERK	5.02	5.99	6.39
205367022	CREDIT CLERK	3.50	5.52	6.10
205367054	SURVEY WORKER	3.80	4.50	6.00
206362010	FILE CLERK I	3.50	4.53	5.67
206367014	FILE CLERK II	3.51	4.66	5.66
208462010	MAILING-MACHINE OPERATOR	4.00	4.13	4.50
209362010	CIRCULATING CLERK	3.46	4.05	5.00
209362026	PERSONNEL CLERK	4.81	6.15	8.04
209387010	CODING CLERK	5.30	5.30	5.30
209387030	PROOFREADER	3.75	5.01	6.00
209562010	GENERAL CLERK	3.40	4.81	9.40
209587026	MAIL CLERK	3.50	4.48	7.07
209687010	CLERICAL CHECKER II	4.00	4.92	9.52
209687014	MAIL HANDLER	5.50	7.35	9.20
209687022	CLERICAL SORTER	3.85	3.85	3.85
210382010	AUDIT CLERK	4.00	4.86	6.00
210382014	BOOKKEEPER I	3.50	5.40	12.00
210382018	BOOKKEEPER II	3.50	5.08	11.54
210382022	BOOKKEEPING-MACHINE-OPERATOR I	4.00	5.50	7.00
210382026	BOOKKEEPING-MACHINE OPER II	6.00	6.33	7.00
210382054	NIGHT AUDITOR	3.75	5.05	7.50
211362010	CASHIER I	3.40	3.84	6.35

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211362018	TELLER	3.46	4.83	6.37
211462010	CASHIER II	3.40	3.96	12.49
211462014	CASHIER-CHECKER	3.40	3.90	6.92
213132010	COMPUTER-OPERATIONS SUPERVISOR	6.97	6.97	6.97
213362010	COMPUTER OPERATOR	3.50	6.10	11.00
213382010	COMPUTER-PERIPHERAL-EQUIP OPER	5.00	5.00	5.00
214362022	INSURANCE CLERK (MEDICAL SER)	4.75	7.91	12.49
215482010	PAYROLL CLERK	4.00	4.73	5.63
216382010	DATA-PROCESSING ACCOUNTING CLK	4.75	5.30	5.77
216382062	STATISTICAL CLERK	3.80	4.89	5.67
216482010	ACCOUNTING CLERK	3.85	5.76	8.36
217382010	PROOF-MACHINE OPERATOR	4.33	5.03	6.00
219362010	ADMINISTRATIVE CLERK	3.46	5.10	12.61
221367042	MATERIAL EXPEDITER	3.50	4.75	6.00
222367042	PARTS CLERK	3.60	4.56	5.50
222387026	INVENTORY CLERK	3.46	4.48	7.00
222387050	SHIPPING-&-RECEIVING CLERK	3.55	4.56	8.55
222387058	STOCK CLERK	3.45	4.91	14.80
230667010	OUTSIDE DELIVERER	3.50	4.62	10.28
230687010	ADVERTISING-MATERIALS DISTRIB	3.75	4.70	15.63
235462010	CENTRAL OFFICE OPERATOR	4.00	4.38	4.75
235662022	TELEPHONE OPERATOR	3.50	4.32	6.50
235662026	PHONE-ANSWERING-SERVICE OPER	3.40	3.71	5.00
237367010	APPOINTMENT CLERK	3.50	3.93	5.50
237367022	INFORMATION CLERK (CLERICAL)	3.50	4.38	8.00
237367038	RECEPTIONIST	3.38	4.75	10.00
238362010	HOTEL CLERK	3.50	4.84	9.00
238362014	RESERVATION CLERK(CLERICAL)	3.65	5.71	10.67
238367026	TICKET AGENT	3.50	4.97	6.50
239567010	OFFICE HELPER	3.50	5.02	12.49
241217010	CLAIM ADJUSTER	5.50	7.59	9.29
241357010	COLLECTION CLERK (CLERICAL)	4.50	5.36	6.71
245362010	MEDICAL RECORD CLERK	5.10	5.18	5.25
245362014	WARD CLERK	5.22	5.34	5.45
249167014	MOTOR VEHICLE DISPATCHER	3.75	5.00	6.00
249367054	ORDER CLERK	3.45	4.73	8.00
249367066	PROCUREMENT CLERK	4.50	6.66	9.23
249367074	TEACHER AIDE II	3.50	5.36	14.00
250257010	INSURANCE SALES AGENT	3.35	7.00	9.23
250357018	REAL ESTATE SALES AGENT	7.00	7.00	7.00
251357010	BUSINESS SERVICES SALES AGENT	5.00	8.85	12.69
254357014	ADVERTISING SALES REP	3.35	3.45	3.75
259357018	RADIO-&-TV TIME SALES REP	6.92	6.92	6.92

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261357050	MEN'S-&-BOY'S-CLOTHING SALES	3.45	3.46	3.50
261357054	MEN'S FURNISHINGS SALESPERSON	3.50	3.83	4.50
261357062	SHOE SALESPERSON	3.35	3.59	4.00
261357066	WOMEN'S APPAREL-&-ACCESS SALES	3.35	4.02	6.75
273353010	AUTOMOBILE SALESPERSON	3.35	5.45	8.00
273357022	MOTOR VEHICLES SALES REP	4.00	4.00	4.00
274357022	CONST MACHINERY SALES REP	4.62	6.35	7.21
275357034	OFFICE-MACHINES SALES REP	3.35	4.60	5.77
277357034	BOOKS SALESPERSON	3.35	7.02	12.50
279357050	GENERAL HARDWARE SALESPERSON	3.35	3.99	5.90
279357054	GENERAL MERCHANDISE SALESPRN	3.35	4.00	10.00
279357062	PARTS SALESPERSON	3.35	4.40	6.00
290477018	FOOD SALES CLERK	3.35	3.57	5.50
292353010	SALES-ROUTE DRIVER	3.12	5.36	10.84
292483010	COIN MACHINES COLLECTOR	4.00	4.84	6.25
297354010	DEMONSTRATOR	3.35	4.80	8.75
299137010	DEPARTMENT MANAGER (RET TR)	5.50	5.50	5.50
299357014	TELEPHONE SOLICITOR	3.33	4.44	7.50
299367014	SELF-SERVICE-STORE STOCK CLERK	3.35	4.94	6.50
299477010	MERCHANDISE DELIVERER	3.35	4.06	10.81
301137010	HOME HOUSEKEEPER	3.13	4.30	8.00
301474010	GENERAL HOUSE WORKER	3.13	4.57	14.50
301687010	CARETAKER	3.35	4.31	13.33
301687014	DAY WORKER	3.12	4.33	8.00
309677010	COMPANION	3.12	6.02	12.50
310137010	RESTAURANT HOST OR HOSTESS	3.35	4.03	10.00
311477014	LUNCHROOM COUNTER ATTENDANT	3.25	3.56	12.50
311477018	BAR WAITER/WAITRESS	3.25	3.54	5.45
311477026	FORMAL WAITER/WAITRESS	3.35	3.65	4.25
311477030	INFORMAL WAITER/WAITRESS	3.05	4.04	12.50
311677010	CAFETERIA ATTENDANT	3.35	3.59	5.00
311677018	DINING ROOM ATTENDANT	3.15	3.58	5.00
312474010	BARTENDER	3.30	4.00	5.50
313131014	CHEF	3.35	6.38	11.54
313361010	SECOND BAKER	3.35	4.23	6.50
313361014	COOK	3.13	4.22	12.50
313361022	SHORT ORDER COOK	3.35	4.08	7.00
313361026	SPECIALITY COOK	3.35	4.20	6.25
313361030	FOREIGN-FOOD SPECIALITY COOK	3.35	6.00	9.23
313381010	BAKER (HOTEL & REST)	3.35	4.52	6.50
313671010	SHORT ORDER COOK II	15.63	15.63	15.63
313684010	BAKER HELPER (HOTEL & REST)	3.50	3.83	4.00
315361010	MESS COOK	3.33	4.82	12.50

COLORADO DIVISION OF EMPLOYMENT AND TRAINING
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TABLE V

HOURLY WAGE RATES FOR SELECTED OCCUPATIONS

OCCUPATION CODE	EMPLOYER JOB TITLES	JOB OPENINGS RECEIVED PAY SCALE MINIMUM	AVERAGE	MAXIMUM
316684018	MEAT CUTTER	3.35	5.53	9.24
317684014	PANTRY-GOODS MAKER	3.35	3.62	5.00
317684018	SANDWICH MAKER	3.35	3.87	7.50
317687010	COOK HELPER	3.35	3.73	6.71
318687010	KITCHEN HELPER	3.10	3.99	15.63
319137010	FOOD-SERVICE SUPERVISOR	3.35	7.11	12.49
319474010	FOUNTAIN SERVER	3.35	3.74	4.00
320137014	LODGING-FACILITIES MANAGER	4.04	6.32	9.37
321137010	HOUSEKEEPER	3.35	4.20	6.25
323687010	HOSPITAL CLEANER	3.35	4.61	6.21
323687014	HOUSEKEEPING CLEANER	3.10	4.08	12.50
330371010	BARBER	3.35	3.35	3.35
332271010	COSMETOLOGIST	3.35	4.12	4.50
352667010	RECEPTIONIST	3.35	3.94	5.00
354374010	PRACTICAL NURSE	6.00	7.41	9.00
355377014	PSYCHIATRIC AIDE	3.35	4.55	5.19
355674010	CHILD-CARE SCHOOL ATTENDANT	3.25	3.78	12.50
355674014	NURSE AIDE	3.17	3.97	15.00
355674018	ORDERLY	3.35	4.42	5.50
355677010	HOSPITAL-FOOD-SERVICE WORKER	3.35	4.17	6.20
359677010	CHILDREN'S INSTITUTION ATTDNT	3.07	4.45	18.75
361665010	MACHINE WASHER (LAUND)	3.50	3.63	3.75
361685018	LAUNDRY WORKER II	3.35	4.30	6.00
361687014	CLASSIFIER (LAUND)	3.85	3.89	3.90
361687018	LAUNDRY LABORER	3.35	3.97	5.50
363682018	MACHINE PRESSER	3.35	3.72	4.50
363684018	HAND PRESSER	3.35	3.83	4.00
365131010	SHOE REPAIR SUPERVISOR	4.92	4.92	4.92
372667018	CORRECTION OFFICER	3.35	10.23	10.89
372667022	TRAFFIC-CONTROL FLAGGER	4.00	6.15	9.50
372667034	SECURITY GUARD	3.35	4.40	11.43
372667038	MERCHANT PATROLLER	3.35	4.94	9.00
373364010	FIRE FIGHTER	6.18	7.18	10.85
375263014	POLICE OFFICER I	5.77	6.42	6.75
381137010	JANITORIAL-SERVICES SUPERVISOR	3.35	6.28	13.90
381687014	COMMERICAL OR INSTL CLEANER	3.35	4.09	10.00
381687018	INDUSTRIAL CLEANER	3.35	4.23	7.75
382664010	JANITOR	3.13	4.34	8.98
389684010	EXTERMINATOR	4.62	5.85	7.79
401683010	GRAIN FARMWORKER I	3.46	3.73	4.00
402687010	VEGETABLE FARMWORKER II	3.12	3.57	5.00
402687014	HARVEST WORKER	3.35	3.56	4.95
403687010	FRUIT FARMWORKER II	3.35	3.46	4.00

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403687018	FRUIT HARVEST WORKER	3.35	3.57	4.00
404663010	FIELD CROP FARMWORKER I	3.50	3.70	4.00
404687010	FIELD CROP FARMWORKER II	3.35	3.71	3.75
404687014	FIELD CROP HARVEST WORKER	3.35	3.57	4.00
405684014	HORTICULTURAL WORKER I	3.35	3.98	12.50
405687014	AGRICULTURAL WORKER II	3.35	3.96	6.00
406683010	GREENSKEEPER II	3.35	3.86	4.50
406684014	INDUST-&-COMM GROUNDSKEEPER	3.35	4.69	8.00
406687010	PARKS-&-GROUNDS GROUNDSKEEPER	3.32	3.58	7.28
408161010	LANDSCAPE GARDENER	3.35	4.24	9.50
408687014	LANDSCAPE LABORER	3.12	4.67	10.00
409683010	FARM-MACHINE OPERATOR	3.13	4.38	8.00
409687014	GRAVITY-FLOW IRRIGATOR	3.35	4.25	6.68
410664010	LIVESTOCK FARMWORKER	3.35	5.25	12.50
410674010	ANIMAL CARETAKER	3.35	4.65	19.44
410674022	STABLE ATTENDANT	3.17	5.05	12.50
410684010	DAIRY FARMWORKER	3.35	5.13	12.50
410687022	SHEEP HERDER	3.40	4.64	12.50
421683010	GENERAL FARMWORKER I	3.27	5.51	16.16
421687010	GENERAL FARMWORKER II	3.35	3.99	7.00
452364010	FORESTER AIDE	3.35	4.30	7.00
452687010	FOREST WORKER	3.50	3.90	5.50
454684018	ALL-AROUND LOGGER	3.35	6.74	11.00
454684026	TREE CUTTER	3.50	4.81	6.50
454687010	CHAINSAW OPERATOR	4.00	4.80	5.00
500380010	PLATER (ELECTROPLATING)	4.50	4.92	6.18
503685030	IMMERSION METAL CLEANER	5.00	5.58	7.00
503687010	SANDBLASTER	4.00	7.04	13.00
509686010	GENERAL LABORER (IRON & STEEL)	4.00	4.91	7.32
518361010	MOLDER (FOUNDRY)	7.00	7.00	7.00
519131010	FOUNDRY SUPERVISOR	5.50	7.75	10.00
519687022	GENERAL FOUNDRY WORKER	4.50	5.61	8.37
520685098	FEED MIXER	5.75	5.88	6.00
524381010	CAKE DECORATOR	3.60	7.78	10.65
524684022	HAND ICER	3.95	3.98	4.00
525381014	ALL-ROUND BUTCHER	4.00	5.06	6.00
525684010	MEAT BONER	3.50	6.06	12.20
525684046	SKINNER	4.00	4.00	4.00
525687038	HIDE HANDLER	4.00	4.00	4.00
526134010	MEXICAN FOOD COOK	3.50	4.25	5.00
526381010	BAKER (BAKE PROD)	4.10	6.18	9.00
526684010	DOUGHNUT MAKER	3.50	4.82	6.00
526686010	BAKER HELPER	3.75	5.67	6.52

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529686014	CANNERY WORKER	4.00	4.04	4.25
529686034	FACTORY HELPER	3.60	3.66	4.30
529687074	EGG CANDLER	3.40	3.40	3.40
529687130	LABORER (SLAUGHT & MEAT PACK)	5.00	5.53	6.14
529687186	AGRICULTURAL-PRODUCE SORTER	3.45	3.88	5.05
556382014	INJECTION-MOLDING-MACHINE OPER	3.50	4.37	6.50
556685022	COMPRESSION-MOLDING-MACH TNDR	3.50	3.50	3.50
556685038	INJECTION-MOLDING-MACH TENDER	3.75	3.75	3.75
557382010	EXTRUDER OPERATOR (PLASTICS)	5.00	5.00	5.00
558585014	CHEMICAL OPERATOR II	4.75	5.25	5.75
559567010	GENERAL LABORER (PLASTICS MAT)	4.25	5.13	6.00
579667010	GENERAL LABORER (BRICK & TILE)	4.00	4.94	6.75
579686010	CONCRETE-PLANT LABORER	4.00	4.00	4.00
600280022	MACHINIST	4.00	7.44	15.00
600280026	MACHINIST APPRENTICE	3.50	4.69	6.50
600280042	MAINTENANCE MACHINIST	5.00	6.84	8.00
600380018	MACHINE SET-UP OPERATOR	4.00	4.00	4.00
601280046	TOOL-&-DIE MAKER	10.00	10.11	10.21
604685026	PRODUCTION-LATHE OPERATOR	7.50	7.50	7.50
605685030	PRODUCTION-MILLING-MACH OPER	7.00	7.00	7.00
606682014	DRILL-PRESS OPERATOR	3.70	4.99	6.00
609684014	GENERAL LABORER (MACH SHOP)	4.25	4.76	5.56
609685018	PRODUCTION-MACHINE TENDER	3.50	5.85	7.50
616360018	MACHINE OPERATOR I	3.50	5.36	8.37
617260010	HEAVY-DUTY-PRESS OPERATOR	3.75	3.75	3.75
619360014	METAL FABRICATOR	8.00	8.00	9.00
619685062	MACHINE OPERATOR II	4.00	4.86	6.50
619686022	METAL-FABRICATING-SHOP HELPER	3.50	4.13	13.00
620261010	AUTOMOBILE MECHANIC	3.50	6.47	20.00
620261012	AUTOMOBILE-MECHANIC APPRENTICE	4.00	9.47	10.96
620261022	CONSTRUCTION-EQUIPMENT MECH	7.00	10.96	15.32
620281038	FRONT-END MECHANIC	3.75	6.19	7.50
620281046	MAINTENANCE MECHANIC	4.50	6.19	9.08
620281050	INDUSTRIAL-TRUCK MECHANIC	4.50	8.37	19.21
620281062	TRANSMISSION MECHANIC	5.00	6.44	9.18
620684014	AUTOMOBILE-MECHANIC HELPER	3.50	4.67	9.00
621281014	AIRPLANE-&-POWER-PLANT MECH	10.00	10.00	10.00
624281010	FARM-EQUIPMENT MECHANIC I	5.00	5.00	5.00
625281010	DIESEL MECHANIC	4.00	7.98	14.42
625281034	SMALL-ENGINE MECHANIC	3.46	4.55	7.00
626281010	MAINTENANCE-MACHINE REPAIRER	4.00	5.20	7.00
630684022	PUMP-SERVICER HELPER	3.65	4.16	5.00
631261014	POWERHOUSE MECHANIC	12.00	12.00	12.00

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633281018	OFFICE-MACHINE SERVICER	7.00	7.11	7.21
637261014	ENVIR-CNTRL-SYSTEM INSTAL/SVCR	5.50	7.22	10.00
637261018	GAS-APPLIANCE SERVICER	4.00	6.07	8.00
637261026	REFRIGERATION MECHANIC	9.00	9.00	9.00
637664010	ENVIR-CNTL-SYS-INSTAL-SVC HLPR	6.00	6.50	7.50
638261010	AUTOMATED-EQUIP ENGINEER/TECH	15.15	15.15	15.15
638261022	AUTOMATIC-PINSETTER MECHANIC	4.00	4.55	5.00
638281014	MAINTENANCE MECHANIC (ANY IND)	3.50	11.37	16.00
638281018	MILLWRIGHT	5.00	10.59	15.00
638684018	MAINTENANCE-MECHANIC HELPER	4.00	6.14	8.96
639281014	COIN-MACHINE-SERVICE REPAIRER	5.25	6.42	8.00
639281018	SEWING-MACHINE REPAIRER	4.00	4.00	4.00
639681010	BICYCLE REPAIRER	4.50	4.50	4.50
651362010	CYLINDER-PRESS OPERATOR	4.00	5.32	8.00
651482010	OFFSET-PRESS OPERATOR I	4.25	6.16	10.17
653685010	BINDERY WORKER (PRINT & PUB)	3.50	4.48	5.07
660280010	CABINETMAKER	4.00	5.67	9.00
667686014	SAWMILL WORKER	5.00	5.30	6.00
669380014	WOOD MACHINIST	3.50	5.43	8.00
700281010	JEWELER	5.00	5.00	5.00
705684026	GRINDER I (ANY IND)	4.75	4.75	4.75
706684018	PRODUCT ASSEMBLER	3.35	5.70	6.75
706684022	SMALL-PARTS ASSEMBLER	3.35	3.97	4.25
706687010	PRODUCTION ASSEMBLER	3.35	4.32	7.50
709281010	LOCKSMITH	6.22	6.22	6.22
710381038	MECHANICAL-&-ELEC INSPECTOR	5.46	5.99	6.50
710681010	ASSEMBLER (INST & APP)	3.35	4.96	5.50
712381018	DENTAL-LABORATORY TECHNICIAN	4.00	5.87	8.60
712687010	HOSPITAL-SUPPLIES ASSEMBLER	4.25	4.45	5.00
716382018	PRECISION-LENS GRINDER	4.00	5.33	8.00
720281010	RADIO REPAIRER	4.00	4.00	4.00
720281018	TELEVISION-&-RADIO REPAIRER	6.00	7.45	8.50
721684022	ELECTRIC-MOTOR ASSEMBLER	3.93	4.64	5.35
723584010	APPLIANCE REPAIRER	4.29	4.77	5.00
724684026	COIL WINDER (ELEC EQUIP; ELEC)	4.25	5.00	6.50
726130010	ELECTRONICS SUPERVISOR	8.00	10.12	13.85
726261010	DEVELOP-ELECTRONICS ASSEMBLER	4.90	5.12	6.50
726281014	ELECTRONICS TESTER I	4.25	5.20	5.75
726381010	ELECTRONICS INSPECTOR I	5.00	7.07	11.12
726384010	ELECTRONICS ASSEMBLER	3.75	4.70	5.25
726684010	CAPACITOR-PACK-PRESS OPERATOR	4.50	5.04	5.75
726684018	ELECTRONICS ASSEMBLER	3.35	4.66	8.00
726684022	ELECTRONICS INSPECTOR II	3.35	3.93	5.00

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726687010	ELECTRONICS WORKER	3.35	4.89	10.00
728684010	CABLE MAKER	4.50	4.50	4.50
729384010	ELECT-ACCESSORY ASSEMBLER II	3.75	3.75	3.75
729687010	ELECT-ACCESSORY ASSEMBLER I	4.00	4.92	5.50
732684122	SPORTS-EQUIPMENT REPAIRER	4.50	5.00	5.50
739687030	SMALL-PRODUCTS ASSEMBLER	3.35	3.36	3.75
740684022	BRUSH PAINTER	3.35	4.97	7.00
741684026	SPRAY PAINTER I	4.00	5.63	7.50
741687014	SPRAY-PAINTER HELPER	4.00	4.00	4.00
741687018	SPRAY PAINTER II	3.35	3.90	5.00
750685014	TIRE RECAPPER	4.00	4.26	4.52
754687010	GENERAL LABORER (FAB PLAS PRD)	4.00	4.71	5.50
759584010	RUBBER-GOODS INSPECTOR-TESTER	4.00	4.00	4.00
761687010	HAND SANDER	3.75	3.96	4.00
762684014	COMPONENT ASSEMBLER	5.00	5.30	6.00
762684062	TRUSS ASSEMBLER (PLAN MILL)	4.00	4.00	4.00
763381010	FURNITURE FINISHER	3.35	4.04	6.00
763684038	FURNITURE ASSEMBLER	3.50	4.13	5.00
769687054	WOODWORKING-SHOP HAND	3.35	4.32	6.00
780381018	FURNITURE UPHOLSTERER	4.00	5.33	8.00
780681010	INSIDE UPHOLSTERER	3.35	3.35	3.35
780684062	FOAM-RUBBER FABRICATOR	3.35	3.50	5.50
780687054	UPHOLSTERER HELPER	3.35	3.43	3.50
782684058	HAND SEWER	3.35	4.29	6.00
783682014	SEWING-MACHINE OPERATOR	4.50	5.00	6.00
785261010	ALTERATION TAILOR	3.35	4.61	5.50
786685030	SEMI-AUTOMATIC-SEWING-MACH OPR	3.35	3.48	4.50
787682046	SEWING-MACHINE OPER (ANY IND)	3.35	3.95	6.90
789687070	GARMENT INSPECTOR	3.35	3.51	4.00
795687014	GLUER (ANY IND)	3.35	3.52	3.85
801361014	STRUCTURAL-STEEL WORKER	5.00	6.82	13.00
804281010	SHEET-METAL WORKER	3.85	6.57	14.00
805261014	BOILERMAKER I	6.00	6.00	6.00
806381058	TRAILER ASSEMBLER	4.50	4.50	4.50
807381010	AUTOMOBILE-BODY REPAIRER	3.50	6.60	11.50
807687010	AUTOMOBILE-BODY-REPAIRER HLPR	3.50	4.01	5.00
809281010	LAY-OUT WORKER I (ANY IND)	5.00	6.29	8.00
809684010	PRODUCTION-LINE ASSEMBLER	5.35	5.68	7.00
810384010	ARC-WELDER APPRENTICE	4.00	7.43	11.85
810384014	ARC WELDER	4.50	6.42	12.50
811684014	GAS WELDER	4.50	7.88	15.00
819361010	WELDER-FITTER	4.00	8.19	13.00
819384010	COMBINATION WELDER	3.50	7.03	11.00

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819684010	PRODUCTION-LINE WELDER	4.00	6.62	9.38
819687014	WELDER HELPER	4.00	4.75	7.00
821281010	TELEVISION-CABLE INSTALLER	4.00	5.40	7.00
821361026	LINE REPAIRER	8.68	8.68	8.68
822281022	PRIVATE-BRANCH-EXCHANGE REPAIR	6.00	6.67	7.00
822381014	LINE INSTALLER-REPAIRER	6.00	6.00	6.00
823261018	RADIO MECHANIC	6.00	6.00	6.00
823281018	METEOROLOGICAL-EQUIP REPAIRER	5.00	6.50	7.50
824261010	ELECTRICIAN (ANY IND)	4.00	9.41	15.00
824261014	ELECTRICIAN APPRENTICE (ANY)	4.00	5.86	8.50
827361014	REFRIGERATION MECHANIC	6.00	9.24	13.23
828281010	ELECTRONICS MECHANIC	3.50	6.51	11.54
828381014	PRECISION ASSEMBLER	3.75	4.50	5.00
829281014	ELECTRICAL REPAIRER	5.00	7.57	10.85
829684022	ELECTRICIAN HELPER (ANY IND)	4.00	5.08	8.00
840381010	PAINTER (CONST)	3.50	6.02	17.85
842361018	PLASTERER (CONST)	4.00	6.00	10.00
842381010	DRY-WALL APPLICATOR	4.00	7.27	13.50
842664010	TAPER (CONST; MFD BLDGS)	5.00	8.96	13.50
844364010	CEMENT MASON	4.50	8.00	13.00
844364014	CEMENT-MASON APPRENTICE	10.00	10.00	10.00
845381014	TRANSPORTATION-EQUIP PAINTER	4.40	5.15	6.50
850137014	LABOR-GANG SUPERVISOR	15.00	15.00	15.00
850683010	BULLDOZER OPERATOR I	7.00	7.00	7.00
850683030	POWER-SHOVEL OPERATOR	5.50	9.65	17.55
853663010	ASPHALT-PAVING-MACHINE OPER	4.00	5.61	11.00
859683010	OPERATING ENGINEER	4.25	8.62	15.05
860281010	MAINTENANCE CARPENTER	5.00	6.44	8.00
860381010	ACOUSTICAL CARPENTER	4.00	6.82	9.00
860381022	CARPENTER (CONST)	4.00	7.57	17.00
860381026	CARPENTER APPRENTICE	3.85	5.52	7.00
861381018	BRICKLAYER (CONST)	3.50	10.34	14.44
861381026	FIREBRICK-&-REFRACTORY BRCKLYR	9.69	13.33	17.61
862381010	PLMBG-&-HYDRAUL AIRCRAFT MECH	6.00	9.00	12.00
862381018	PIPE FITTER (CONST)	3.75	7.15	14.00
862381030	PLUMBER (CONST)	4.50	9.19	15.00
862381034	PLUMBER APPRENTICE	4.00	5.86	10.00
862684014	CONST-OR-LEAK-GANG LABORER	3.60	5.78	15.00
862684022	PIPE-FITTER HELPER (CONST)	6.00	6.00	6.00
863684014	SIDER (CONST;RET TR;MFD BLDGS)	5.00	9.00	11.00
864381010	CARPET LAYER	3.50	5.81	11.00
864481010	FLOOR LAYER	5.00	5.13	5.25
864687010	CARPET-LAYER HELPER	3.50	6.15	12.00

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865381010	GLAZIER (CONST)	4.00	6.33	7.71
866381010	ROOFER	4.00	6.47	14.65
869131014	CONCRETING SUPERVISOR	6.00	11.50	17.00
869567010	SURVEYOR HELPER	3.50	6.50	12.50
869664010	CONCRETE-BUILDING ASSEMBLER	3.50	6.22	12.81
869664014	CONSTRUCTION WORKER I	3.50	5.42	13.00
869684010	ASSEMBLER(MFD BLDGS;TRANS EQP)	5.00	5.25	7.00
969684022	FENCE ERECTOR	3.50	5.51	12.61
869684046	ROUSTABOUT	4.50	8.46	12.30
869687010	AWNING-HANGING HELPER	3.50	4.86	11.29
869687026	CONSTRUCTION WORKER II	3.50	5.29	15.72
891137010	MAINTENANCE SUPR (ANY IND)	5.77	9.62	14.50
899261014	FACTORY-OR-MILL MAINT REPAIRER	3.50	5.72	8.75
899381010	BLDG-MAINTENANCE REPAIRER	3.45	5.43	12.50
899484010	MOBILE-HOME-LOT-UTILITY WORKER	3.50	4.70	6.00
899684022	FACTRY-OR-MILL-MAINT-REPR HLPR	4.00	5.10	6.50
902683010	DUMP TRUCK DRIVER	4.50	7.85	10.00
903683018	TANK TRUCK DRIVER(PETROLEUM)	5.50	5.50	5.50
904383010	TRACTOR-TRAILER TRUCK DRIVER	4.00	7.91	16.67
905663010	GARBAGE-COLLECTION DRIVER	4.00	4.89	7.00
905663014	HEAVY TRUCK DRIVER	3.50	7.49	16.85
905687010	TRUCK DRIVER HELPER	3.50	6.69	12.50
905687014	VAN DRIVER HELPER	3.50	5.63	18.75
906683022	LIGHT TRUCK DRIVER	3.45	7.56	15.38
909687010	GARBAGE COLLECTOR	4.00	4.74	6.00
910682010	TRACK REPAIRER	4.50	4.50	4.50
913463010	BUS DRIVER	3.57	5.50	10.24
913463018	TAXI DRIVER	3.50	4.40	5.00
915467010	AUTO-SERVICE-STATION ATTENDANT	3.50	4.19	6.00
915473010	PARKING-LOT ATTENDANT	3.50	4.11	8.00
915667010	AUTOMATIC-CAR-WASH-ATTENDANT	3.40	4.17	5.75
915684010	TIRE REPAIRER	3.50	4.41	8.13
915687018	LUBRICATION SERVICER	3.50	3.84	4.60
915687022	USED-CAR-LOT PORTER	3.50	4.78	13.00
919683014	DRIVER (AUTO MFG)	4.00	4.63	5.00
919687014	CLEANER II (ANY IND)	3.40	4.34	15.00
920587018	HAND PACKAGER (ANY IND)	3.45	4.62	14.70
920685078	MACHINE PACKAGER	3.50	3.67	5.00
920687014	GROCERY BAGGER	3.50	3.68	7.41
920687126	MARKER II (ANY IND)	4.00	4.00	4.00
920687134	AGRICULTURAL-PRODUCE PACKER	3.50	3.85	4.70
921663010	BRIDGE-OR-GANTRY-CRANE OPER	4.50	8.48	10.93
921663022	DERRICK OPERATOR	8.00	10.50	15.00

COLORADO DIVISION OF EMPLOYMENT AND TRAINING
JOB BANK JULY 1987 - JANUARY 1988
STATE OF COLORADO
TABLE V

HOURLY WAGE RATES FOR SELECTED OCCUPATIONS

OCCUPATION CODE	EMPLOYER JOB TITLES	JOB OPENINGS RECEIVED PAY SCALE MINIMUM	AVERAGE	MAXIMUM
921667022	HOISTING LABORER	7.00	7.00	7.00
921683042	FRONT-END-LOADER OPERATOR	7.00	7.79	10.45
921683050	INDUSTRIAL-TRUCK OPERATOR	3.50	5.42	8.61
922687058	STORES LABORER	3.50	5.16	9.24
929137022	WAREHOUSE SUPERVISOR (ANY IND)	3.66	4.67	5.00
929683010	LOGGING-TRACTOR OPERATOR	8.00	8.00	8.00
929686010	BAKERY WORKER	5.00	8.01	8.50
929687010	BANANA-ROOM CUTTER	3.50	4.22	6.00
929687022	SALVAGE LABORER	4.00	4.26	5.00
929687030	MATERIAL HANDLER	3.40	5.01	18.75
930382010	MACHINE DRILLER	9.00	10.53	12.59
930666010	DRILLER HELPER	4.00	7.29	10.57
930683018	WELL-SERVICE-DERRICK WORKER	6.00	8.65	10.25
930684014	WELL-SERVICE-FLOOR WORKER	6.50	8.21	8.75
930684026	ROTARY-DRILLER HELPER	5.00	7.88	9.50
939281010	MINER I	8.00	12.34	14.00
939687014	COMPANY LABORER	4.00	5.82	6.30
939687018	LABORER (PETROL PRODUCTION)	4.00	4.68	5.00
950382010	BOILER OPERATOR	9.07	9.86	10.55
950382026	STATIONARY ENGINEER	5.00	14.10	16.50
952382018	POWER-PLANT OPERATOR	11.68	11.68	11.68
960362010	MOTION-PICTURE PROJECTIONIST	4.86	4.86	4.86
976487010	PHOTOGRAPH FINISHER	6.69	6.69	6.69
976682014	PRINTER OPERATOR,BLACK & WHITE	4.65	5.47	6.00
976687018	PHOTOFINISHING-LABORATORY WRKR	4.00	4.50	5.00
979382018	GRAPHIC ARTS TECHNICIAN	9.44	9.44	9.44

SPECIAL NEEDS AND VOCATIONAL EDUATION INSTRUCTIONAL MATERIALS RECOMMENDED BY TEACHERS

1. Be Your Own Boss (BYOB)
   Publisher: Access, Inc.
   Date: 1984
   Instructional Level: Senior High and Post Secondary

   Summary of Material: Material is designed in eight sessions to teach entrepreneurship. There is a great emphasis on reducing sex role stereotyping. Guide contains pre and post tests. Teaching outlines are well done. Student workbook contains many handouts.

2. Career Education for the Handicapped Child in the Elementary Classroom
   Publisher: Love Publishing
   Date: 1979
   Instructional Level: Elementary

   Summary: Provides goals and objectives for teachers to assist students with values, human relationships, occupational programming and daily living skills. Material does not include specifics but provides a good progression of skills to achieve the goals and objectives.

3. Community Living Assessment, a Teaching System-Self Care Curriculum
   Publisher: University of Oregon
   Date: 1982
   Level: All levels with severe/profound functional skills

   Summary: Material includes individual lesson plans for eating, dressing personal hygiene. Provides teachers with a curriculum for teaching these skills. Provides an objective, task analysis, materials, teaching methods and criteria for each skill.

4. Coorinate on-the-Job Instruction
   Publisher: National Center for Research in Vocational Education
   Date: 1986
   Level: Post Secondary (under and grad level teacher ed.)

   Summary: This is a performance based teacher education module. It includes independent learning information on how to develop and manage Cooperative Education program.

5. Employability Skills for the Soecial Needs Learner
   Publisher: Aspen Systems Corporation
   Date: 1982
   Level: Senior High and Post Secondary

   Summary: Activities designed to develop student skills in communication, financial management, values, job procurement and retention. Simple, enjoyable activities.

6. Enrichment of Teacher and Counselor Competencies in Career Ed.-K-6

   Publisher: University of Illinois, Center for Educational Studies
   Level: Elementary

Summary: Material is a curriculum guide including many activities and worksheets for self development from K-6.

7. Getting Smarter - Simple Strategies to Get Better Grades
Publisher: David S. Lake
Date: 1985
Level: Jr. High to Post Secondary

Summary: Simple, hands on activities designed to help students be better organized, take better notes, prepare for tests and improve study skills

8. Getting Started: Career Ed. Activities for Exceptional Students (K-9)
Publisher: C.E.C.
Date: 1980
Level: Elementary to Senior High

Summary: A guide to activities integrating career education into daily instructional activities. Hands on, covering various levels such as society, economics, self and relating to a variety of study areas. Some activities need materials not easily obtained.

9. Grocery Shopping
Publisher: Univ. of Oregon
Date: 1985
Level: Jr.-Sr. High

Summary: Lesson plans, pre tests and visual aids for teaching grocery shopping skills. Specific, needing little supplementary materials. Check list, shopping lists and assessment lists included.

10. Household Management and Home Safety
Publisher: Department of Education
Date: 1981
Level: Elementary and Jr. High

Summary: This curriculum provides a guide to independent living skills . It is in two parts, the first is household management and the second is home safety. It provides a good division of information and problem solving suggestions.

11. Interpersonal Skills Training for Employment, Teacher's Manual
Publisher: Univ. of Oregon, Rehab Research and Training Center
Date: 1983
Level: Post Secondary

Summary: This curriculum is designed for mentally retarded job applicants. It highlights appropriate interaction and identifies problem situations with solutions provided.

12. Limited English Proficiency Students in Vocational Education: A Handbook for Vocational Educators
Publisher: University of Illinois
Date: 1982
Level: Sr. High and Post Secondary

Summary: This handbook provides a detailed description of resources to assist voactional educators and administrators. The material is slightly dated and specific to the State of Illinois and would need adaptation. It provides, however, a good overview of the state of LEP Vocational Education.

13. Math for Shoppers and Salespeople. Vocational Math Series, Book 8
Publisher: Motivation Development, Inc.
Date: 1982
Level: Sr. High

Summary: This material provides multiple activities but only one activity for each topic. It provides instruction or review for a variety of retail and shopping topics. The activities are hands on and realistic as well as industry based.

14. Math House Proficiency Review Tapes
Publisher: Mosaic Media, Inc.
Date: 1980
Level: Jr. High - Post Secondary

Summary: This series is divided into a variety of skill areas. Each area contains Pre test, worksheets, audio cassettes and post test. It is a self paced program.

15. Parents and Transition a Self Teaching Workbook
Publisher: Montana Center for Handicapped Children
Date: 1986
Level: Post Secondary

Summary: This workbook is for the parents of severely handicapped children. It provides basic information about transition planning. It provides and awareness of the issues involved in planning for the handicapped child's future, but is involved and a difficult read.

16. Practical Problems in (10 individual vocational areas)
Publisher: Delmar Publishers
Date: This work is continually updated

Summary: Math texts, in particular, are excellent and are appropriate for individual work areas.

17. Puzzled About Educating Special Needs Students?
Publisher: U. of Wisconsin-Madison, Vocational Studies Center
Date: 1980

Summary: This handbook assists educators to provide vocational education to handicapped students by modifying regular programs. It contains a user's guide and bibliography. Easy to understand and provides many ideas.

18. Simply Cooking
Publisher: U. of Oregon
Date: 1980
Level: Elementary

Summary: The material is for the mentally handicapped and is appropriate from elementary grades up to vocational adult education. The material contains pictures accompanying the written instructions.

19. Technical Assistance Package
Publisher: U. of Oregon
Date: 1981
Level: Jr. High

Summary: Each section of the text provides an overview, criterion, suggested activities. The activities contain social points for discussion. Contains sections on self management, communication, interpersonal relations and sex education.

20. The Tutor's Guide
Publisher: Great Plains National, U. of Nebraska
Date: 1987
Level: Sr. High and Post Secondary

Summary: The material is presented as 15 minute video programs with a study guide and covers many aspects of tutoring. The material is current on methods and techniques.

21. Working with Electric Circuits
Publisher: Motivation Development Inc.
Date: 1982
Level: Jr. High

Summary: This book provides a comprehensive overview of the functioning of electric circuits. It emphasizes safety and is appropriate for beginning electric skills.

22. Yellow Pages of Learning Resources
Publisher: Gee Group for Environmental Education Inc., M.I.T. Press
Date: 1972
Level: Elementary to Sr. High

Summary: This book is a guide to using an urban environment as a learning resource. It shows the various learning opportunities in the city and how to make urban resources available.

23. You've Got to Reach 'em to Teach 'em
Publisher: Training Associates Press
Date: 1984

Summary: This book is a guide to communication styles both on the part of the teacher and the student. It identifies communication styles in four areas and through questionnaire helps to identify the communication styles involved.

PARTICIPATING TEACHERS

- Gene Bamesbarger
- Donald Bybee
- C. Cleveland
- Peter Hergenrater
- Lori High
- Barbara Johnson
- Sharon Lantz
- Faye Majors
- Nancy Mann
- Bob Marshall
- Charyl Myhra
- Vernon Porter
- Marie Phillipp
- Marie Schuman
- Mary Ann Sandoval
- John Voris
- Mary Kay Woodward
- Lori Schuman
- Christine Ortiz

SPECIAL NEEDS/VOCATIONAL EDUCATION SOFTWARE RECOMMENDED BY TEACHERS

1. Arrakis: Biology Vol. 1 by Simon and Schuster (IBM)
   Distributor: Tri State Computer Service
   Cost: 39.95 (1986)
   Instructional Level: Jr. High to Post Scondary
   Type of Computer Applications: Simulation, tutorial, remediation, enrichment

   Summary: The program presents the structure and function of respiratory systems. Topics: Breathing mechanics, oxygen/carbon dioxide transport, respiration control, respiratory problems. Presentation uses much graphic support and is in a user friendly format. Assessment tests are presented and recorded at the completion of each program.

2. Automotive Technician Mathematics Vol 1&2 (Apple)
   Dist: MECC
   Cost: With MECC or BOCES contact, 5.00, Purchase is 49.95
   Level: Sr. High and Post Secondary
   Applications: Drill and practice, tutorial, problem solving, remediation

   Summary: This is a tutorial story problem and 10 point test covering +-xand division, decimals, % both whole numbers and fractions. Problems are taken from the auto mechanics field. Students canget individualized assistance at points of difficulty. Can print out test copy.

3. Basic Math Competency II Linear Measurement, Area, Perimeter, Circumference(Apple)
   Dist: Educational Activities
   Cost: 49.00
   Level: Jr. High - Post Secondary
   Applications: Drill and practice, tutorial

   Summary: A tutorial drill and practice program. At the end of the set the % correct is given the student. If the problem is missed two times, the formula is given and the student works the problem again.

4. Crossword Magic (Apple 2e)
   Dist: Alert, Northbrook, Ill.
   Cost: @50.00
   Level: Elementary - Post Secondary
   Applications: game, problem solving, remediation, enrichment

   Summary: Program allows generation of puzzles and crossword games can be played. Good for reinforcing ideas and having students work in teams.

5. Drivers Education/Industrial Arts Vol. 1 (Apple)
   Dist: MECC
   Cost: 39-49.00
   Level: Jr. High - Post Secondary
   Applications: Drill and practice, tutorial

   Summary: Disc contains 5 programs. Dr.'s ed. 1&2 prepares for the Minn. drivers test. I.A. covers Micrometer, rafters and stairs. Two Misses and correct answer is given. Student has choice of number of problems.

6. Electronic Communications: Systems and Circuits (IBM)
Dist: Delmar Publishers, Inc.
Level: Sr. High - post secondary
Applications: simulation, game, drill and practice, problem solving remediation

Summary: The disc contains programs which suppliment the textbook of the same name. The programs provide full drills for electronics students. The programs are written in BASIC.

7. Fraction Munchers (Apple 2e)
Dist: MECC
Cost: 49-59.00
Level: Elementary-Post Secondary
Applications: game, remediation

Summary: There are four different games contained. Fraction types, equivalent fractions, comparing fractions, fraction expressions. The student may use a keyboard or joystick. This is based on Pac Man. A good drill for fraction basics.

8. Fraction Practice Unlimited
Dist: MECC
Cost: 49.00
Level: Elementary-Sr. High in special ed.
Applications: Game, drill and practice, remediation

Summary: The activities in this program include classifying, comparing, reducing and renaming fractions. This disc coordinates well with Fraction Concepts.

9. Health Occupations (Apple 2e)
Dist: Educational Specialty Products
Level: Sr. High-Post Secondary
Applications: drill and practice, tutorial

Summary: Review of prefixes, suffixes and root words in medical terminology.

10. Intellectual Software: Practical Grammar 1&2
Dist: Tri State Computer Service
Cost: Part 1 375.00 Part 2 395.00 (1986)
Level: Sr. High-Post Secondary
Applications: drill and practice, tutorial, problem solving, remediation, enrichment

Summary: A multi-disc package which covers a range of grammar topics from parts of speech to punctuation. Can be used in conjunction with a text. Program is written in BASIC.

11. Introduction to Trigonometry (Apple 2e)
Applications: all

Summary: Provides a strong instruction in all of the trigonometric functions. A good source for electronic technology

12. Job Applications/ Successful Interviewing (IBM, TRS, APPLE)
Dist: Education Associates Inc.
Cost: 79.95
Level: Sr. High
Applications: drill and practice, tutorial

Summary: This package provides instructions for successfully completing a job application and to effectively interview with a prospective employer.

13. Learning Unlimited (All common computors)
Dist: Computerized Learning Systems, Inc.
Cost: 4-6,000.00
Level: All

Summary: A system which provides diagnosis. prescription, treatment, evaluation and reporting.

14. Math Blaster (Apple 2c)
Dist: Davidson and Associates, Inc.
Level: Post Secondary
Applications: game, drill and practice, remediation

Summary: All the basic math skills. Within each core area there are five levels and there are four major task areas within each skill and core area.

15. Math for Everyday Living (Apple 2e)
Dist: Educational Activities
Level: Jr. High
Applications: tutorial, enrichment

Summary: This material has five lessons. They cover math activities that are practical for shopping and retail activities.

16. Medi-Sim Computer Assisted Instruction: Part 3, Drug Dosages and Calculations: Liquids and Tablets. (Apple)
Dist: Medi-Sim
Cost: 225.00
Level: Sr. High and Post Secondary
Applications: Simulation, drill, tutorial, problem solving, remediation, enrichment

Summary: The program provides basic instruction in calculating drug dosages, conversions within the metric system and conversion from the Apothacary and metric systems. A grade management system is included.

17. Metric Skills 1&2 By Hartley (IBM)
Dist: Tri State Computer Service
Cost: 49.95 (1986)
Level: Jr. High-Post Secondary
Applications: drill, tutorial, problem solving, remediation, enrichment

Summary: This program is designed to present short information modules followed by drill and practice and followed by a unit test/review. Lessons cover basic units, writing metric abbreviations correctly, prefixes and their values, conversions and estimations of familiar objects in metric terms.

18. Micrometer (Auto Mechanic Math) (Apple 2e)
Dist: MECC
Level: Sr. High-Post Secondary
Applications: Simulation, drill and practice, tutorial

Summary: Use of mathematical applications in measurements, using visuals of the micrometer.

19. Milliken Math Sequence (Apple)
Dist: Milliken
Cost: @200.00
Applications: drill, problem solving, remediation,

Summary: A progressional math program the records and grades individual student progress. There is work sheet generation, pre and post testing and drill and practice on each skill area.

20. Mind Computer Math (Apple 2e)
Dist: Mind, Inc.
Level: elementary
Applications: simulation, game, drill, tutorial, remediation,enrichment

Summary: This material teaches and reinforces basic math operations in a game format.

21. Missing Links (Apple 2e)
Dist: Sunburst
Cost: 59.00
Level: Jr. High-Post Secondary
Applications: simulation, game, drill and practice, remediation, enrichment

Summary: This is a language instruction program. Can be used in groups or individually, cometitively or cooperatively. You can work at any level to meet student needs. Nine different formats are available.

22. Programmar, Pro-Sentence (Apple)
Dist: Southern Publishing
Level: Jr. High-Post Secondary
Applications: game, drill, remediation

Summary: Teaches the foundation skill of basic written language. Sequence is from grammar exercises to mastery of sentence writing. It has an upbeat and attractive book format. Includes: 2 discs, workbook and instructor's manual.

23. Reading Around Words (Apple 2e)
Dist: Instructional Communication Technology
Level: Sr. High-Post Secondary
Applications: simulation, drill and practice, remediation

Summary: This is a reading/vocabulary program which develops the student's ability to use a variety of context clues to unlock the meanings of unfamiliar words.

24. SemCale (Apple)
Dist: Sunburst
Level: Jr.-Sr. High
Application: drill and practice, problem solving, remediation

Summary: Students enter math problems into a patterned format for word problem solving. The computer calculates it for them.

25. Spelling Rules by Micro Power and Light Co. (Apple)
Dist: ASA Publishers
Cost: 29.95
Level: All
Applications: Game, drill, tutorial, remediation

Summary: This program reviews six of the most used spelling rules with a review test in a game format.

26. Spell-It (Apple, IBM, Commodore, Atari)
Dist: Learning Arts
Level: Elementary-Jr. High
Applications: game, drill and practice, remediation

Summary: This program is designed to teach commonly misspelled words. The words are grouped according to difficulty. It features some spelling rules.

27. Succeeding in the World of Work Test Maker (Apple 2e)
Dist: Glencoe
Level: Jr.-Sr. High
Application: Test Making

Summary: This program is in conjunction with the text World of Work. The teacher uses it to make up tests.

28. The Perfect Resume (Apple 2e)
Dist: Permax Systems Inc.
Cost: 175.00
Level: Sr. High-Post Secondary
Applications: Tutorial, instruction and compilation of information

Summary: The program provides instruction in sound resume preparation.

29. The Writing Lab (Apple)
Application: Drill and practice

Summary: The format is difficult to adjust to and the information yield unrewarding.

30. Typing Instructor by Individual Software, Inc. (IBM)
Dist: IBM state bid for the Colo. Dept. of Ed.
Cost: 34.00
Level: Jr. High-Post Secondary
Applications: all

Summary: A complete typing instruction program providing program instructions, suggested program use, typing posture, key locations, practice of individual keys and rows, letter pattern practice, testing, accuracy and a speed game, word processing and individual progress reports.

31. Vocational Mathematics Competency Test for Computer Science (Apple)
Dist: Resource Development and Management Systems
Cost: 200.00
Level: Sr. High-Post Secondary
Applications: problem solving, assessment of skill levels

Summary: This assessment evaluates the math skills which are necessary in computer related fields.

32. Vocational Math for: Carpenters, Welders and Auto Technicians (Apple 2)
Dist: Career Aids, Inc.
Cost: 79.95
Level: Jr.-Sr. High
Applications: Simulation, drill, tutorial, problem solving, remediation

Summary: This program emphasizes the importance of math skills in the construction trades. It contains a tutorial section with tests.

33. Word Attack By Davidson and Associates, Inc. (IBM)
Dist: IBM state bid for Colo. Dept. of Ed.
Cost: 34.00
Level:all
Applications: game,drill,tutorial,remediation,enrichment

Summary: A four part vocabulary building program which includes extensive word lists and an editor to create new lists as needed. Presents the definition of a word, use in the context of a sentence, a sentence completion quiz and a multi-choice Word Attack game.

PARTICIPATING TEACHERS

Alice Bergin
Gene Bottenberg
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Esther Compton
Jody Dosher
Lori High
B. Harris
Barbara Johnson
Karen Kaehny
Bob Marshall
Dan Michel
Judy Peters
M. Phillipp
Vernon Porter
Patrick Roybal
Mary Ann Sandoval
Herb Schillereft
Rhonda Schneider
Allen Thiem
John Voris
Mary Kay Woodward

STUDENT EVALUATION

For:
__GED Study Lab
__Reading Lab
__Auto Mech Math Lab
__Other Study Lab:______________________________

DATE:______________________________

STUDENT'S NAME____

SOCIAL SECURITY #____

Are you currently enrolled in a vocational program? Yes_______

No________

If yes, which program______________________________________

Do you feel this tutoring has been helpful to you? Yes_______

No________

If yes,briefly lest what has been the most helpful

____

____

____

____

Is there any area you feel you could use additional help? (CHECK THOSE THAT MAY APPLY)

Subject Matter Specifically, what area?

1.____Math ←-------------------------------→ 1.______________________________

2.____English ←----------------------------→ 2.______________________________

______Reading

______Writing

______Speaking

3.____Other (LIST) 3.______________________________

______________________ ______________________________

BOULDER VALLEY AREA VOCATIONAL TECHNICAL CENTER

Supplemental Services

Student Evaluation

In order to provide the best possible help to you and other students in the future, we need your comments to know what has been helpful to you and what suggestions for improvement you have.

	Agree	Undecided	Disagree	Comments
1. I know what objectives I was to achieve with the tutor's assistance.				
2. I feel confident that I can successfully use and apply these new skills or knowledge in my vocational program.				
3. The tutor helped me succeed in my vocational class.				
4. The tutor made me feel he/she wanted to help me.				
5. The way the tutor worked with me helped me learn.				
6. The tutor was knowledgeable about the material that I needed to learn.				
7. The tutor and I covered the material at the right pace - not too slowly and not too fast.				
8. I had enough practice with the tutor of the new skills/knowledge to learn them thoroughly.				

(OVER)

	Agree	Undeci	Disagr.	Comments
9. The time I spent with the tutor was the right amount.				
10. I was satisfied with my tutor.				
11. If I need help again, I would like to have a tutor.				
12. Early in the semester, I was told about Supplemental Services and that tutors were available.				
13. My instructor encouraged me to work with a tutor.				
14. The Supplemental Services coordinator was helpful.				
15. Tutoring was started within a reasonable time after I asked for help.				
16. I have benefited from the help provided by Supplemental Services.				
17. I plan to continue my vocational program.				

Additional comments and suggestions you may have:

Student name

Thank you for completing this and returning it to Supplemental Services.

AIMS COMMUNITY COLLEGE

Supplemental Services Center

Faculty Evaluation of Program

Please check yes or no in the space provided and return to the Supplemental Services Center. Any comments or suggestions will be greatly appreciated.

		YES	NO
1.	Were you made aware of Supplemental Services sufficiently early in the quarter?	____	____
2.	Were you provided with enough information about Supplemental Services to understand and use its services?	____	____
3.	Did you encourage your students who needed additional help to work with a tutor?	____	____
4.	Were your students provided with assistance (tutoring, etc.) promptly enough?	____	____
5.	Were the tutors competent and cooperative to work with?	____	____
6.	Did you have enough contact with tutors who worked with your students?	____	____
7.	Have you referred any person to Supplemental Services that you consider a competent tutor for the courses that you teach?	____	____
8.	Did your student's achievement in class improve after receiving tutorial assistance?	____	____
9.	Have you visited the Supplemental Services Center to preview the computer software that is available for supplemetal assistance?	____	____
10.	Have the supervisor and coordinator been cooperative?	____	____

Comments and suggestions:

5/24/83

SUPPLEMENTAL SERVICES TEACHER EVALUATION

Please mark the box that most closely represents your feelings, and add any comments you wish to make.

	AGREE A	UNDECIDED B	DISAGREE C
1. Were you made aware of Supplemental Services sufficiently early in the school year?			
2. Enough information about Supplemental Services was provided in order to understand and use the services.			
3. It was NOT difficult to identify which students should be referred to Supplemental Services.			
4. Students were provided with assistance promptly enough.			
5. The tutors have been cooperative to work with.			
6. I had sufficient contact with the tutors who were working with my students.			
7. The tutors have been competent and enthusiastic.			
8. Do you feel the areas where the tutors worked were conducive to learning?			
9. The supervisor has been cooperative.			
10. There has been positive change in students' attitudes concerning attendance, self-concept, self-confidence, etc.			
11. There has been an improvement in students' achievement in class after receiving tutorial assistance.			
12. Students tutored from your class were positive about the tutorial assistance they received.			

(over)

Sentence Completion:

13. I feel the program would be more effective next year if____________________

____

____

____

14. I wish the tutor who worked with my students would have____________________

____

____

____

15. Please give comments, suggestions, criticisms or complaints.
(Any suggestions for improvement will be greatly appreciated.)

____

____

____

____

SUPPLEMENTAL SERVICES
Tutor Evaluation

Directions: Please check the appropriate answers. Feel free to add any additional comments that might help us have a stronger program next year.

1. The teachers and I worked with:

_____a. Communicated student needs and progress.
_____b. Gave me some direction and feed back on student progress.
_____c. Gave me little direction and feed back.
_____d. Did not care what I did when working with student.
_____e. Comments:____

2. Were you given sufficient freedom to do what you thought was necessary for the students?

_____a. Most of the time
_____b. Usually
_____c. Sometimes
_____d. Rarely
_____e. Comments:____

3. Were there sufficient materials available in order to meet students needs:

_____a. Most of the time
_____b. Sometimes
_____c. Rarely
_____d. Not applicable
_____e. Comments:____

4. Were the areas where you worked with your students appropriate? (Conducive to study

_____a. Yes
_____b. Most of the time
_____c. There is a need for improvement at
_____d. Unsatisfactory most of the time.
_____e. Comments:____

5. Most students have shown a positive attitude toward me and tutoring.

_____a. Strongly agree
_____b. Agree
_____c. Undecided
_____d. Disagree
_____e. Strongly disagree
_____f. Comments:____

6. I feel the teachers were cooperative with me.

_____a. Strongly agree
_____b. Agree
_____c. Undecided
_____d. Disagreee
_____e. Strongly disagree
_____f. Comments:____

7. Having a Coordinator added to the effectiveness of the program?

_____a. ~~Strongly agree~~
_____b. Agree
_____c. Undecided
_____d. Disagree
_____e. Strongly disagree

8. The coordinator utilized sincere, honest reinforcement to motivate my efforts.

_____a. Strongly agree
_____b. Agree
_____c. Disagree
_____d. Strongly disagree

9. The coordinator displayed positive and constructive behavior toward me and my responsibilities.

_____a. Strongly agree
_____b. Agree
_____c. Undecided
_____d. Disagree
_____e. Strongly disagree

10. The coordinator created an atmosphere in which I felt free to openly discuss important concerns with her and with my colleagues.

_____a. Strongly agree
_____b. Agree
_____c. Undecided
_____d. Disagree
_____e. Strongly disagree

11. The Supplemental Services Program should be continued. (List suggested modification below.)

_____a. Strongly agree
_____b. Agree
_____c. Undecided
_____d. Disagree
_____e. Strongly disagree

12. What type of inservices do you feel will be most helpful?

____

13. General Comments: Suggestions for improving the program.

____
____
____

COMMUNITY RESOURCES

COMMUNITY RESOURCES

ASSOCIATION FOR RETARDED CITIZENS

PURPOSE: The Association of Retarded Citizens in Colorado is a nonprofit corporation founded to improve the quality of life for all children and adults with mental retardation or other developmental disabilities, and their families. The purpose of the organization is to provide education and advocacy in an effort to prevent the handicapping condition and to provide family support.

ADDRESS: Association for Retarded Citizens
1600 Sherman, Denver, CO 80203
(303) 832-2722

- -

CATHOLIC COMMUNITY & YOUTH SERVICES

SERVICES:

1. Youth Ministry - Convenes volunteer and paid parish adults who desire to help make the church a meaningful presence in the lives of young people. Coordinates select inter-parish youth activities.

2. Group Development/Parish Outreach - Enables parish groups and others to more effectively participate in resolving human needs in the community by mobilizing appropriate human and material resources.

3. Budget/Housing Counseling - Helps families with problems such as money management, overspending, mortgage or rent default/delinquency. Intervenes with creditors to arrange debt repayment schedules. Consumer education classes are available for clients.
   Staff: Sr. Lucille Krippel, M.A.

4. Family Life Counseling - Counsels unmarried parents, and provides information on adoption as an outreach service of Denver Catholic Community Services. Marriage, family, and individual counseling are available, with fees based upon ability to pay.
   Staff: Susan M. Prentice, MSW, LSWI

ADDRESS: 29 West Kiowa, Colorado Springs, CO 80903
(719) 636-2345

200 Josephine, Denver, CO 80206
(303) 388-4435

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CIVIL RIGHTS COMMISSION OF COLORADO

SERVICES: Gives lectures, investigates complaints, serves on panels, advises other agencies and as provides counseling.

ELIGIBILITY: Any resident of Colorado is eligible to file a complaint.

ADDRESS:

1. Civil Rights Commission, Colorado (719) 576-6386
   2860 South Circle Drive, Suite 2103
   Colorado Springs Office Park, North Bldg.
   Colorado Springs, CO 80906

2. Civil Rights Commission (303) 866-2621
   1525 Sherman St, Suite 600-C
   Denver, CO 80203

3. Civil Rights Commission (719) 545-3650
   720 North Main St, Suite 222
   Pueblo, CO 81003

COLORADO CAREER INFORMATION SYSTEM (COCIS)

A component of the Colorado Department of Education

PURPOSE: To provide a computerized career guidance system to enable students to make career choices.

ADDRESS: 830 South Lincoln
Longmont, CO 80501
(303) 666-9107 Denver Metro
(303) 772-3136 Longmont

COLORADO ECONOMIC DEMOGRAPHIC INFORMATION SYSTEM (CEDIS)

PURPOSE: To provide information by county, including census information. You can request information on following areas:

1) County Profile
2) Economic Profile
3) Community Profile
4) Vocational Education
5) Local Government & Financial Information
6) Enterprise Activity
7) Population Projections
8) United States Profile
9) U.S. Employment
10) Inflation Indicators

ADDRESS: CEDIS, 1313 Sherman, Suite 520
Denver, CO 80203
(303) 866-2156

COMMUNITY HEALTH CENTERS

PURPOSE: CHC is a primary care, "hands on," medical care facility for the medically-indigent and low-income residents. Home health care is provided by some centers.

LOCATION:

AMI Community Health Service (303) 861-9292
601 E. 18th Ave
Denver, CO 80211

Colorado Springs Health Center (719) 475-1575
722 1/2 S Wahsatch
Colorado Springs, CO 80903

Commerce City Health Service (303) 289-1086
8702 Rosemary
Commerce City, CO 80022

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DEPARTMENT OF SOCIAL SERVICES (COUNTY WELFARE)

PURPOSE: To provide the legal framework under the Social Security Act, Title XX, to deliver numerous services, including:

1. Child Protective Services
2. Adult Protective Services
3. Youth in Crisis Services
4. Permanency Planning for Children (including adoptions and relinquishment counseling)
5. Services to Developmentally Disabled
6. Foster Care
7. Day Care

LOCATION:

Denver County Social Services (303) 936-3666
2200 W. Alameda, Denver, CO 80223

Colorado Springs Dept. of Social Services (719) 630-6700
105 N. Spruce (P.O. Box 2692)
Colorado Springs, CO 80901
See county government for other listings.

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ECUMENICAL SOCIAL MINISTRIES, INC. (ESM)

SERVICES: Volunteers are trained and supervised to provide physical assistance, counseling, and referral. Vouchers are given for services other than food, including clothing, gas, bus transportation, prescriptions. Help is given in the event of rental eviction and utility cutoff. (No fees.)

ADDRESS: 321 S. Nevada (719) 636-1916
Colorado Springs, CO 80903

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GOODWILL INDUSTRIES

PURPOSE: Goodwill Industries is a nonprofit rehabilitation program which provides rehabilitation training, employment, and placement for physically, socially, and mentally handicapped.

SERVICES: On-the-Job Training is available in such areas as janitorial, sales clerk, and production foreman.

Work Readiness Training prepares a person for competitive employment by providing vocational goal verification, teaching job-seeking skills and human relations necessary for job survival, and involving the person in actual placement activity.

Work Study provides pre-vocational work experience for students in special education programs.

Job Development is a program of job campaign, designed to identify potential jobs and assist qualified handicapped individuals find suitable competitive employment.

Transitional Work Experience is an extension of a training-model program that occurs in industry. The program is designed to provide evaluation, training, work experience, and vocational adjustment to handicapped individuals in an industrial work setting.

LOCATION: DENVER ADMINISTRATIVE OFFICES (303) 650-7700
6850 N. Federal, Denver, CO 80221

GOODWILL INDUSTRIES OF COLORADO SPRINGS (719) 635-4483
2320 West Colorado Avenue (P.O. Box 6300)
Colorado Springs, CO 80904

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GOVERNOR'S JOB TRAINING OFFICE

PURPOSE: To provide training and education for low income people in the job market. Helps dislocated workers who recently have lost jobs and have no chance of returning to those jobs.

ADDRESS: Governor's Job Training Office (Federally funded)
1391 N. Speer Blvd, Suite 440
Denver CO 80204
(303) 620-4000

NOTE: Many Service Delivery Areas (SDAs) are scattered over the state.

SERVICE DELIVERY AREAS (SDAs)

ADAMS COUNTY (303) 289-6500
Diane Stobnicke
Manpower Administration
Adams County
7190 Colorado Blvd, 5th Fl.
Commerce City, CO 80022

ARAPAHOE COUNTY (303) 788-1080
Pat Kuskie
South/East Job Opportunities Center
945 W. Kenyon
Englewood, CO 80110

BOULDER COUNTY (303) 441-3985
Mike Schneider
Private Industry Partnership
2040 14th St.
Boulder, CO 80302

DENVER COUNTY (303) 893-3382
Dave Gonzales
Denver Manpower Administration
1391 N. Speer Blvd, #500
Denver, CO 80204

EL PASO COUNTY (719) 578-8871
Ray Rodriguez
Industrial Training Department Training
702 E. Boulder
Colorado Springs, CO 80903

JEFFERSON COUNTY (303) 235-4430
Mary Kreutzer
Jefferson County Employment & Training
8275 W. 14th Ave, Suite 100
Lakewood, CO 80215

LARIMER COUNTY (303) 223-2470
Neil Gluckman
Larimer County Emp. & Tng
3842 S. Mason St
Ft. Collins, CO 80525

PUEBLO COUNTY (719) 543-2951
John Kent
Pueblo Job Training Admin.
720 N. Main St, Suite 320
Pueblo, CO 81003
(719) 543-2951

WELD COUNTY (303) 353-0540
Walt Speckman/Judy Griego
Weld County Emp. & Tng.
P.O. Box 1805
Greeley, CO 80631

UPPER ARKANSAS AREA COUNCIL OF GOVERNMENTS (719) 275-8024
Edward Orff
107 N. 10th
P.O. Box 510
Cañon City, CO 81212

BALANCE OF STATE (303) 620-4800
Dwight Steele
655 Broadway, Suite 900
Denver, CO 80203

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HOUSING AUTHORITY

PURPOSE: To provide safe and sanitary housing for low-income families residing within the city. Three programs are available to serve those on the waiting list.

LOCATIONS:

Denver Main Office (303) 534-0821
1100 West Colfax
Denver, CO 80204

Housing Authority of Colorado Springs (719) 578-6690
30 S. Nevada, Suite 304
Colorado Springs, CO 80903

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JOB SERVICE CENTER

PURPOSE: The State Employment Service offers all workers and employers access to the largest job-demand and labor-supply listing in the area. The job placement service provides for appraising and classifying workers' qualifications and employers' job requirements in order to match qualified workers with suitable job opportunities.

In addition to all phases of employment services, this office is responsible for administration (at the local level) of the Colorado Employment Security Act, by taking claims for unemployment insurance.

ADDRESS: Located throughout the state.

1. Job Service Center (Main Office) (303) 620-4535
   1330 Fox St, Denver, CO 80204

2. 1313 Sherman, Denver, CO (303) 866-3281

3. 251 East 12th, Denver, CO (303) 866-6350

4. 8461 Turnpike Dr., Denver, CO (303) 429-0039

5. 17 North Spruce Street (719) 473-6220
   (P.O. Box 2200)
   Colorado Springs, CO 80901

6. 701 Court Street (719) 546-5627
   Pueblo, CO 81003

LEGAL SERVICES

PURPOSE: To provide legal assistance for low-income and elderly persons who qualify, in accord with relevant guidelines for the provision of such services. If Pikes Peak Legal Services is unable to assist the client, it will help refer the person to the appropriate source of assistance.

SERVICES: Domestic, landlord-tenant, consumer, public entitlements such as Aid to Families with Dependent Children, Social Security, Unemployment, Federal and State Disability programs, etc.

ADDRESS:

1. Legal Services, Pikes Peak (719) 471-0380
617 S. Nevada Avenue
Colorado Springs, CO 80903

2. Colorado Rural Legal Services, Inc. (303) 399-3230
2801 S. Colfax Ave, Suite 306
Denver, CO 80206

3. Legal Aid Society of Metro Denver (303) 837-1321
1905 Sherman, Suite 400
Denver, CO 80203

4. Legal Services, Pueblo (719) 545-6686
803 W. 4th, Suite G
Pueblo, CO 81004

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MENTAL RETARDATION COMMISSION (MRC)

PURPOSE:

1. To promote, develop, purchase, or conduct necessary programs, activities, or services to provide a continuum of care for developmentally disabled persons.
2. To aid in the coordination of services provided by state and local agencies, private citizens, or other entities in the region.
3. To promote training and education of personnel for work in the fields of training and services for the developmentally disabled.
4. To promote public awareness and understanding of the special needs and problems of the developmentally disabled.
5. To solicit and receive funds, properties, and services for the general and specific purposes listed above.

ADDRESS: Developmentally Disabled, Inc. Mid-Colorado
Regional Commission
M.R.C. Administrative Office
2340 Robinson, Colorado Springs, CO 80904
(719) 635-5544

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PARENT EDUCATION & ASSISTANCE FOR KIDS

PURPOSE: Colorado's parent training and information center serving families of children with disabilities throughout the state provides workshops, resources and publications, and individual assistance.

ADDRESS: PEAK Parent Center
6055 Lehman Drive, Suite 101
Colorado Springs, CO 80918
(719) 531-9400 or 1-800-426-2466 x423

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PLANNED PARENTHOOD

PURPOSE: To make available birth control and gynecological information and services to both males and females who request them.

ELIGIBILITY: Total confidentiality to women and men of all ages, regardless of income or marital status.

ADDRESS: Three locations in Colorado Springs Area:

1. WESTSIDE CLINIC (719) 475-7162
1330 West Colorado Avenue
Colorado Springs, CO 80904

2. EASTSIDE CLINIC (719) 593-1670
4325 North Academy Blvd
Colorado Springs, CO 80918

3. SECURITY CLINIC (719) 390-5411
4080 S. Hancock Expressway
Security, CO 80911

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PUBLIC HEALTH NURSING PROGRAM

SERVICES:
1) Clinic services
2) Health supervision and health instruction
3) Nursing home consultation
4) Communicable disease control
5) Community health coordinator (working with hospital patients)

ADDRESS: 501 N. Foote Ave, Colorado Springs, CO 80909
(719) 578-3156

OTHER OFFICES:

Jefferson County Health
Lakewood, CO 80226 (303) 232-6301

Tri-County Health
(Douglas, Arapahoe, Adams)
Englewood, CO 80111 (303) 220-9200

ADDITIONAL INFORMATION:
State Health Department (303) 331-8333

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REHABILITATION CENTERS OF COLORADO

PURPOSE: To develop and provide a rehabilitation program and services for disabled individuals.

ADDRESS: Administration office: 1575 Sherman, 4th Floor
Denver, CO 80203-1714

FIELD OFFICES OVER THE STATE:

Denver East Office (303) 866-3104
1600 Downing Street
Denver, CO 80218

Denver West Office (303) 477-1595
2211 West 27th Ave
Denver, CO 80211

Denver North (303) 452-5785
10465 Melody Drive, Suite #315
Northglenn, CO 80234

Denver South Metro (303) 797-5827
Arapahoe Community College
5900 S. Santa Fe Drive
Career Center Room #130
Littleton, CO 80120

Fort Collins Office (303) 223-9823
3842 S. Mason
Fort Collins, CO 80525

Glenwood Springs Office (303) 945-9174
Schumueser Plaza
1512 Grand Ave
Glenwood Springs, CO 81601

Grand Junction (303) 248-7103
222 S. 6th, Room #215
Grand Junction, 81501

Durango Rehabilitation Office (303) 247-3161
425 West Building
835 2nd Ave
Durango, CO 81301

Pueblo Rehabilitation Office
1120 Court, Suite 100
Pueblo, CO 81003

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ROCKY MOUNTAIN REHABILITATION CENTER

PURPOSE: To provide a comprehensive rehabilitation program for disabled children and adults. Emphasis is on preservation of personal dignity and encouragement of self-help.

SERVICES: Group and individual therapy; speech, occupational, and physical therapy, and counseling.

ADDRESS: 2501 E. Yampa, Colorado Springs, CO 80909
(719) 473-3475

ROCKY MOUNTAIN RESOURCE & TRAINING INSTITUTE

PURPOSE: To provide referral and information for vocational training and education and job services. Provides training to direct service providers who serve handicapped adults.

ADDRESS: Rocky Mountain Resource & Training Institute
Disability Information & Referral Service Center
3805 Marshall St., Suite 202, Wheat Ridge, CO 80033
(303) 420-2942

URBAN LEAGUE

PURPOSE: To enable blacks, disadvantaged, women, and other minority groups to achieve and exercise their full potential with all other Americans throughout the process of working within existing institutions; to equalize opportunities in employment, education, housing, health, social welfare, consumer affairs, and entrepreneurship.

ADDRESS: Denver Urban League (303) 388-5861
1525 Josephine Street, Denver, CO 80206

Urban League of the Pikes Peak
Region, Inc. (719) 634-1525
324 N. Nevada, Colorado Springs, CO 80903

WOMEN IN CRISIS - DENVER

PURPOSE: Shelter for battered women/children serving the Jefferson County Area.

ADDRESS:
Women in Crisis - Denver
P.O. Box 1586, Arvada, CO 80001 (303) 420-6754

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WOMEN'S RESOURCE AGENCY (WRA)

PURPOSE: To serve as a resource agency for women in the Pikes Peak region, with primary emphasis on employment counseling, job placement assistance, and referral to training and jobs through the Federal Employment and Training system for economically-disadvantaged persons. WRA also provides employment counseling and placement assistance for displaced homemakers who must reenter the work force to support themselves and their families, and for other non-low-income women. It conducts workshops on employment-related topics and support groups for eligible clients.

ADDRESS:
1011 N. Weber, Suite C
Ryan Bldg, Colorado Springs, CO 80903

NATIONAL RESOURCES

AIDS Information Hotline
Public Health Service
800-342-AIDS

Provides information to the public on the prevention and spread of AIDS.

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AL-ANON FAMILY GROUP HEADQUARTERS
800-356-9996

Provides printed materials and workshops on alcoholism for people whose relatives have an alcohol abuse problem.

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ALEXANDER GRAHAM BELL ASSOCIATION FOR THE DEAF
3417 Volta Place, N.W.
Washington, DC 20007
Phone: 202-337-5220

This is an international organization, founded in 1890, whose goal is to foster supportive environments and programs directed to the preparation of the hearing impaired child and adult to participate independently in the life of his/her family, community and country. The Association provides information services for parents, educators, libraries, hospitals and clinics, physicians, nurses, students and others interested in the hearing impaired. It also maintains a specialized library on hearing and speech, containing over 20,000 volumes and extensive clipping and pamphlet files.

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AMERICAN ASSOCIATION ON MENTAL DEFICIENCY
5201 Connecticut Ave., N.W.
Washington, DC 20015
Phone: 202-244-8143

The objectives of the AAMD are to effect the highest standards of programming for the mentally retarded, to facilitate cooperation among those working with the mentally retarded, and to educate the public to understand, accept and respect the mentally retarded. These aims are achieved by: 1) serving on panels to develop and evaluate standards for services and facilities for the retarded; 2) planning national educational and informational seminars; 3) attending meetings at the local, regional, national, and international levels; 4) supporting legislation concerning the rights and services available to the retarded, as well as the prevention of mental national retardation and related developmental disabilities; and 5) furthering the professional identity of all individuals and disciplines in the field of mental retardation.

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AMERICAN FOUNDATION FOR THE BLIND
15 West 16th Street
New York, NY 10011 (212) 620-2000

To provides large print, braille, or audible equipment, patterns, tools and measuring devices on a free loan or grant basis. Write for their catalog.

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AMERICAN FOUNDATION FOR THE BLIND, INC.
15 West 16 Street
New York, NY 10011 Phone: 212-924-0420

The AFB is a private, national organization whose objective is to help those handicapped by blindness to achieve the fullest possible development and utilization of their capacities and integration into the social, cultural and economic life of the community. The Foundation serves as a clearing house on all pertinent information about blindness and services to those who are blind. Ongoing programs include: 1) psyche-social and technological research in the area of blindness, 2) consultation to private and governmental agencies directly servicing the blind and deaf-blind, 3) manufacture of talking books, 4) aids and appliances for blind persons, 5) public education through all media, 6) maintenance of a special library on the subject of blindness for lending and bibliographic purposes, and 7) legislative counsel and action programs.

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AMERICAN PRINTING HOUSE FOR THE BLIND, INC.
1839 Frankfort Avenue
Louisville, KY 40206 Phone: 502-895-2405

The American Printing House for the Blind:

1) Publishes and distributes embossed books, books in large type, recorded materials, and aids for educational purposes. Materials are distributed on a per capita basis to all public educational institutes for the blind throughout the United States and its territories
2) Manufactures both braille and talking books and periodicals at cost for organizations which provide literature for the blind
3) Conducts inquiry and research in the specific problems relating to the selection and preparation of literature and appliances for the blind and near-blind.

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AMERICAN SPEECH AND HEARING ASSOCIATION
9030 Old Georgetown Rd.
Washington, DC 20014 Phone: 301-0530-3400

The purpose of the American Speech and Hearing Association is to:

1) encourage basic scientific study of the processes of individual human communication with special reference to speech, hearing, and language;
2) promote investigation of disorders of human communication and foster improvement of clinical procedures with such disorders;
3) stimulate exchange of information among persons and organizations so engaged and to disseminate such information.

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ASSOCIATION FOR CHILDREN WITH LEARNING DISABILITIES
4156 Library Road
Pittsburgh, PA 15234 Phone: 412-341-1515

The Association for Children with Learning Disabilities is a nonprofit federal organization with over 365 state and local affiliates. It was incorporated in 1964 for the purpose of advancing the education and general well-being of children with learning disabilities. The Association currently directs its efforts toward increasing public understanding, stimulating improved school and community relationships, and sponsoring meetings. ACLD publishes a monthly newsletter.

*For further information, write to the Committee for the Handicapped, People to People Program, Suite 610, LaSalle Building, Connecticut Avenue and L Street, Washington, DC 20036, for a free copy of the Directory of Organizations Interested in the Handicapped (approximately 200 entries).

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THE ASSOCIATION ON HANDICAPPED STUDENT SERVICE PROGRAMS IN POSTSECONDARY EDUCATION (AHSSPE)
P.O. Box 21192
Columbus, OH 43221

AHSSPE is a national, nonprofit organization of persons from all fifty states, Canada, and other countries, committed to promoting the full participation of individuals with disabilities in college life. The Association has sponsored numerous workshops and conferences which have focused on common problems and solutions for upgrading the quality of services available for handicapped students within postsecondary institutions. Membership includes subscriptions to the ALERT newsletter and the quarterly AHSSPE bulletin as well as reduced rates on conference fees and other publications.

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CLOSER LOOK
Box 1492, Washington, DC 20013

Closer Look was created in June 1970, to help parents of handicapped children and youth in their search for education and other needed services. The Center provides up-to-date facts on new state and federal laws and helps to explain how to use legal rights to get the best possible programs for handicapped children. Although the Center is primarily oriented toward assisting parents of handicapped children, it is also well prepared to give assistance to professional educators. The Center publishes, "Common Sense from Closer Look," a free newsletter. Closer Look provide information on local parent organizations, handicapped rights, associated agencies, disability characteristics, testing and evaluation, and suggestions for coping with daily problems.

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COUNCIL OF EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, VA 22091 Phone: 703-620-3660

Distributes a library of information (curriculum guides, evaluation materials, equipment, film strips, films, etc.) on teaching the handicapped student in Vocational Education. Send for their catalog.

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EDUCATION COMMISSION OF THE STATES
Suite 300, 1860 Lincoln Street
Denver, CO 80295
Phone: 303-861-4917

The goal of ECS is to further a working relationship among governors, state legislators and educators for the improvement of education. The result of ECS efforts are various reports and publications including COMPACT (nationwide issues), Legislative Review, ECS Annual Report, and Career Education in the States. A catalog of ECS publications is available upon request.

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EPILEPSY FOUNDATION OF AMERICA
1818 L Street, N.W.
Washington, DC 20036
Phone: 202-293-2930

The Foundation is the national voluntary health agency leading the fight against epilepsy in the United States. The Foundation acts as national spokesman, advocate, and ombudsman for four million people with epilepsy. Defining the myriad problems of these people and devising specific detailed programs to solve them are prime Foundation objectives. Annual projects include the national Epilepsy Month (November), School Alert (a national educational program for schools), and selection of the Epilepsy Poster Child.

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GOODWILL INDUSTRIES OF AMERICA
9200 Wisconsin Avenue
Washington, DC 20014
Phone: 301-530-6500

Provides individual evaluation, counseling, training, job placement for all handicapped adolescents and adults. Visit to see job training materials, equipment and current curriculum adaptations for handicapped students. Resource persons will come to your classroom upon request. Write or call to locate the local chapter address.

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HEATH Resource Center
One Dupont Circle, NW, Suite 670
Washington, DC 20036-1193 Phone: 800-544-3284

The office of HEATH acts as a clearinghouse for information on higher education opportunities for disabled postsecondary adults. The office maintains active resource files on the following subjects:

1. Higher education agencies that actively provide support services or programs for the handicapped.

2. Information on specific job clusters that are employing the handicapped.

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THE JOSEPH P. KENNEDY, JR. FOUNDATION
1701 K Street, N.W., Suite 205
Washington, DC 20006 Phone: 202-331-1731

The Foundation was established in 1946. Objectives are: to determine causes of mental retardation through research; to reduce its effects by treatment and training; to promote programs of physical fitness and vocational supervision for the retarded; to train professionals to work in this field; and to make the general public aware of efforts being made on behalf of the mentally retarded. Present programs include biological and behavioral research and training, bioethics programs, such as those at the Joseph and Rose Kennedy Institute, and physical education and recreation programs, such as the Special Olympics.

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JUST SAY NO KIDS CLUB Phone: 800-258-2766

Responds to questions on how to start a club for 7-14 year olds. Service hours: 8:30 a.m.-3:00 p.m., Pacific time.

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LIBRARY OF CONGRESS DIVISION FOR THE BLIND AND PHYSICALLY HANDICAPPED
Washington, DC 20542 Phone: 202-882-5500

The Division for the Blind and Physically Handicapped administers a national program providing free library service to persons who are unable to read standard print materials because of visual or physical impairment. Principal program areas include:

1) selection, production and distribution of braille and talking books (disc and cassette) to cooperating libraries,,
2) development of the national collection of musical scores and instructional texts, circulation and reference service of music materials in special formats for the handicapped
3) bibliographic searching services and international interlibrary loan
4) provision of reference and information services on blindness and physical handicaps
5) training and coordination of volunteer activities related to the production of books in braille and recorded form
6) research and development for book reproduction equipment and media.

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MAINSTREAM, INC.
1200 15 St., N.W.
Washington, DC 20005 Phone: 202-833-1136

This is a national, nonprofit tax-exempt organization, founded in 1975, to aid in the mainstreaming of the handicapped. Mainstream, Inc. offers programs and services to increase awareness of affirmative action for the handicapped and to provide assistance with the mainstreaming process. Programs and services include: In the Mainstream., a free bimonthly newsletter; Mainstream-On-Call, a toll-free number for asking questions (800-424-8089); conferences; publications--brochures and booklets; and compliance assistance. Reports, available for 50 cents each plus postage, include: Attitudinal Barriers Report, Interviewing and Recruiting Qualified Handicapped Employees, Mousetrap: A Case Presentation of a Model Affirmative Action Program, and A Model for Placement and Job Analysis.

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MUSCULAR DYSTROPHY ASSOCIATION OF AMERICA
810 Seventh Avenue
New York, NY 10019 Phone: 212-586-0808

Resource persons will come to your classroom to offer technical advice. Funding is available to adapt classrooms and equipment for each handicap. Write or call to locate the local chapter address.

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THE NATIONAL ASSOCIATION FOR MENTAL HEALTH, INC.
1800 North Kent Street
Arlington, VA 22209 Phone: 703-528-6405

This is a private organization with 1,000 local affiliate chapters whose aim is to improve attitudes toward mental illness and the mentally ill, to improve services for the mentally ill, to work for the prevention of mental illness, and to promote mental health. The Association sponsors broad programs of research, social action, education and service. Special program emphasis is placed on improved care and treatment for mental hospital patients, aftercare and rehabilitation, community mental health services, and treatment, education and special services for mentally ill children.

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NATIONAL ASSOCIATION FOR RETARDED CITIZENS
2709 Avenue E East, P.O. Box 6109
Arlington, TX 76011 Phone: 817-261-4961
Toll free #: 800-433-5255

The purpose of NARC is to further the advancement of all ameliorative and preventive study, research and therapy in the field of mental retardation, to develop a better understanding of the problems of mental retardation by the public, to further the training and education of personnel for work in the field, and to promote the general welfare of the mentally retarded of all ages. Principal programs include: public education, family counseling and clearinghouse activities.

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NATIONAL ASSOCIATION OF THE DEAF
814 Thayer Avenue
Silver Spring, MD 20910 Phone: 301-587-1788

The NAD is a private organization founded in 1880 for the purpose of promoting social, educational and economic well-being of the deaf citizens of the United States. The principal function of the Association is to serve as a clearinghouse for information relating to deafness and the problems of the deaf. The Association provides experts on socioeconomic aspects of deafness to interested groups and organizations, provides a representative body which determines and articulates the point of view of the deaf adult on programs relating to problems caused by hearing loss, and conducts studies and workshops on professional services problems and programs.

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NATIONAL ASSOCIATION OF THE PHYSICALLY HANDICAPPED, INC.
6473 Grandville Avenue
Detroit, MI 48228 Phone: 313-271-0160

The Association of the Physically Handicapped, Inc., seeks to promote the economic, physical, and social welfare of all physically handicapped. The principal programs and activities are administered by specialized committees and include activities in the areas of legislation, employment, barrier-free design, publicity, housing, ways and means (including national queen contest), education and research, constitution and bylaws, recreation and sports, library, awards, consumerism, membership and organization, and transportation.

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NATIONAL CAREER DEVELOPMENT PROJECT
Box 379
Walnut Creek, CA 94596 Phone: 415-935-1865

The National Career Development Project is designed to be a central clearinghouse of information concerning the job hunt, career change, and more effective ways of helping people identify what they want to do with their lives. The Center accomplishes these goals through a nationwide network designed for dissemination of research and other career information, bimonthly newsletter about life/work planning, and regular workshops. For nominal fees, resources are created by the Center to meet current needs.

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NATIONAL CENTER FOR A BARRIER FREE ENVIRONMENT
7315 Wisconsin Avenue
Washington, DC 20014 Phone: 301-656-9496

The Center was established to coordinate the national drive to make America free of physical barriers that restrict the mobility of disabled people. Goals of the Center are:

1) To establish a national clearinghouse of information and technical services for professionals, volunteers, disabled people, employers of handicapped workers, and concerned citizens;
2) To create programs to assist businesses, academic institutions, and others directed by recent federal legislation to provide accessible facilities;
3) To initiate and assist in drafting model legislation, codes and regulations;
4) To identify research needs and relate to funding sources;
5) To communicate through Center publications timely reports on activities and developments across the nation;
6) To assess existing programs, develop innovative approaches, and direct coordinated efforts to apply the most effective methods in locations where needs have been identified; and
7) To provide assistance to public agencies and private concerns with authority or influence to accelerate barrier removal.

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NATIONAL CHILD ABUSE HOTLINE
800-422-4453

The Hotline provides information and professional counseling on child abuse. It also gives referrals to local social service groups offering counseling on child abuse.

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THE NATIONAL EASTER SEAL SOCIETY FOR CRIPPLED CHILDREN AND ADULTS
2023 West Ogden Avenue
Chicago, IL 60612 Phone: 312-243-8400

The objectives of the Society are to: 1) assist disabled persons and their families in finding and making effective use of resources which will be helpful to them in developing their abilities and in living purposeful lives; 2) assist communities in developing necessary and appropriate resources for disabled persons; 3) establish and maintain programs and services which are appropriate and realistic; and, 4) create a climate of acceptance of disabled persons which will enable them to contribute to the full extent of their competence to the well-being of the community. The National Society conducts a three-point program in service, education, and research at the national, state, and local levels. Programs serve all types of physically handicapped children and adults.

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NATIONAL FEDERATION OF THE BLIND
Suite 212, 1346 Connecticut Ave., N.W.
Washington, DC 20036 Phone: 202-785-2974

The goal of the NFB is the complete integration of blind people into society as equal members. This objective involves the removal of legal, economic and social discriminations, and the education of the public to new attitudes about blindness. The programs and activities include:

1) education of the general public regarding blindness by means of speeches, pamphlets, radio, and TV appearances by members of the NFB;
2) assistance to blind persons who are victims of discrimination or whose rights have been denied. Such assistance takes the form of initiating court action, negotiating with public officials, conferring with private groups or individuals, and seeking publicity in the press and otherwise;
3) research of new state and federal laws and regulations concerning the blind;
4) consultation to congressional committees and state legislatures; and
5) scholarships to blind students.

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NATIONAL MULTIPLE SCLEROSIS SOCIETY
257 Park Avenue South
New York, NY 10010 Phone: 212-674-4100

Major objectives are 1) to stimulate, coordinate, and support research directed toward determining the cause, prevention, alleviation and cure of multiple sclerosis and related diseases of the central nervous system; 2) to conduct lay and professional education programs concerning the disease; 3) to administer patient services through local chapters; and 4) to carry out worldwide programs of information and idea exchange.

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THE PRESIDENT'S COMMITTEE ON EMPLOYMENT OF THE HANDICAPPED

Washington, DC 20210 Phone: 202-961-3401

This Committee was established in 1947. The objective of the Committee is to help the handicapped help themselves. To accomplish this goal, the Committee: 1) conducts national education and information programs designed to eliminate physical and psychological barriers; to further educational training, rehabilitation and employment opportunities; and to create community acceptance of the disabled; and, 2) provides leadership and technical support to volunteer Governor's Committees on Employment of the Handicapped in all states, the District of Columbia, Puerto Rico and the Virgin Islands, as well as to over 1,500 local-community committees located across the nation.

PRESIDENT'S COMMITTEE ON MENTAL RETARDATION

7th and D Streets, S.W.
Washington, DC 20201 Phone: 202-245-7634

This Committee, established in 1966, is composed of 21 citizen members appointed by the President and three cabinet members ex-officio. Objectives are to: advise and assist the President on all matters pertaining to mental retardation; evaluate national, state and local efforts; help coordinate federal activities; facilitate communication among federal, state and local agencies; inform the public about mental retardation; and mobilize support for related activities.

TECHNOLOGY CENTER FOR SPECIAL EDUCATION

Phone: 800-873-7066

This Center provides information on assistive devices, computer hardware and software, and telecommunication networking systems.

UNITED CEREBRAL PALSY ASSOCIATIONS, INC.
66 East 34 Street
New York, NY 10016 Phone: 212-889-6655

This national, voluntary health organization is dedicated to a continuing overall attack on cerebral palsy. Its primary function is to seek solutions to the multiple problems of cerebral palsy, with affiliates providing direct services to the cerebral palsied in states and communities. The organization carries on a program of guidance, instruction, and assistance to affiliates and other community agencies including professional service programs, research and professional training, infant care centers, adult vocational and service programs, governmental activities, public education and information, and field services. The national office of the organization carries on a full program of grants-in-aid to cerebral palsy research, training and education. The medical activities include development and publication of professional information for use by physicians and medical and technical schools, collection and evaluation of data relative to various methods of treatment, and dissemination of information to parents and professional groups.

CHAPTER VI. PROGRAM IMPLEMENTATION - POSTSECONDARY

Written by Janet Butler, Jan Rogers, and Lil Hunsaker

This chapter is designed to provide postsecondary Supplemental Services Coordinators with insight relative to the adult student who is the essential person in determining what services are provided. The subjects of receipt of referrals, the determination of eligibility and services, and data collection are covered. Each institution will need to devise an intake process according to the unique aspects of their setting and the needs of students. The mandatory parts of this process can be determined by reviewing the sample forms provided in the Appendix D and program standards. It may be helpful to note that most reflect mandatory reporting information.

Flow chart

```
                               YES
Student  ---->  Determination  ---->   Intake and  ---->  Determi-  --
Referred        of Eligibility         info               nation of   |
                       |               gathering          service     |
                     NO|                                              |
                       |                                              |
Refer to   <----  Not eligible                                        |
other services                                                        |
                                                                      |
        ---------------------------------------------------------------
       |
       |
Implement Service ---->   Follow up    --------->   Evaluate
                             |                      service
                             |                      (ongoing)
                             |
                             |
                       Evaluate student
                       benefits
```

Determination of Student Eligibility

A student might be referred for services by an instructor, a counselor from the postsecondary institution, or by an outside agency, such as Vocational Rehabilitation, JTPA, or a mental health agency. The student may also refer him/herself.

Because most postsecondary institutions offer day, evening, weekend and off-campus classes, and because many students hold jobs, it is difficult to find time to meet each student coming to your office for help. Some helpful ideas include the following:

1. having a telephone answering machine
2. having student self-referral forms available in an accessible location outside your office
3. having a specific place for part-time instructors to leave referrals
4. having some evening, weekend, or a few flexible hours scheduled each week
5. asking instructors to tell students about supplemental services and the referral process.

Intake and Data Collection

Once the referral has been made, the coordinator will conduct an intake interview with the student. Although this is best done in the Supplemental Services Coordinator's office, a telephone intake may be necessary. The first determination to be made is whether or not the student is eligible for services. In order to be eligible, the student must be enrolled in a state approved vocational education program or be interested in enrolling in such a program, and must meet the criteria for the federal definitions of "handicapped" or "disadvantaged." See definition of terms in Chapter I.

All data on student intake, services provided, and academic success must be accurately recorded. Sample forms are contained in Appendix D at the end of the chapter. Much of the information collected is required by CCCOES for reporting. See Reporting Requirements in Chapter IX.

Every school district or community college has a written policy regarding the management and confidentiality of records. These procedures are governed by a federal law, the Family Education Rights and Privacy Act (FERPA), which is also called the Buckley Amendment (P.L. 93-380). A copy of this act can be found in the Resource Guide to Legislation.

Determination of Services

If the student is eligible (refer to eligibility criteria, in standards), it is necessary to gather information to determine and document what services will be provided. Although the student's present problem usually determines which services are offered, consultation with the student, instructor, counselor, outside agency and/or the Supplemental Services support staff may be necessary to determine appropriate services. Vocational assessment, which might include evaluation of the student's reading, language, and math scores from the institution's academic assessment center, may be necessary.

A student with low basic skill scores may need to be directed to basic skills classes or provided with remediation. If a student doing poorly in vocational classes has not received vocational assessment, the student can be directed to a Counseling/Career Development Center or a Vocational Evaluation Labor for help. If these services are not available, Supplemental Services must provide them.

Because the Carl Perkins Vocational Education Act mandates that handicapped and disadvantaged students in vocational education programs receive assessment, guidance and counseling, support services, and transition services, the Supplemental Services Coordinator has the responsibility to provide those services when another department of the institution does not provide them. Discussion of services will in some instances be similar to the discussion in Chapter V on secondary implementation. The reader may wish to review Appendix C in the preceding chapter for examples that are interchangeable.

A. Vocational Assessment

Vocational assessment is a process of gathering information about a person's abilities, aptitudes and interests as they relate to vocational training and employment potential. A detailed description of vocational assessment procedures can be found in Chapter IV.

Adult students often have had life experiences which provided them with the career information necessary for making informed choices of career. These individuals may experience academic difficulties for which they require assistance in order to attain their desired vocational goals but may not require an assessment of their values, interests, or aptitudes beyond an interview. A quick informal interview and/or questionnaire can assist the coordinator in determining need for further assessment. An adult should never be forced to undergo an in-depth vocational assessment.

If you and your student agree that an in-depth vocational assessment would be beneficial, refer the student to the appropriate program person at your institution, or an outside agency, or use the assessment techniques presented in Chapter IV.

B. Guidance and Counseling

The Carl Perkins Act mandates that students enrolled in vocational education programs "shall receive guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of such special services."

The Supplemental Service Coordinator may be the only school staff member skilled in counseling the handicapped and disadvantaged student. Students in postsecondary education should receive guidance and career counseling activities appropriate for the adult. The handicapped student should understand all the career options that are available. Emphasis should not be on limitations created by the disability, but rather on the vocational choices available to the student. Disadvantaged students should receive explanations of the wide variety of programs, the local labor market data, and wages available upon completion of the program. See Appendix D at the end of this chapter.

"Hands-on" career exploration activities may be particularly useful for the disabled adult. These "hand-on" activities can be created by working with vocational instructors to allow students to try out representative work samples of the particular vocational program. Other career counseling may take place through the student's involvement with vocational rehabilitation, through the settlement of workmen's compensation claims, etc. It is the responsibility of the Supplemental Services Coordinator to ensure that appropriate guidance and counseling is available to the disadvantaged and/or handicapped adult student.

C. Support Services

Depending on the determination of the student's needs, many services can be provided. The following is a discussion of possible interventions to be used in assisting a student toward the successful completion of his/her vocational program.

1. Referral to in-house programs or other agencies: Often, the Supplemental Services program is not equipped to deal with every issue a student needs resolved in order for him/her to be successful. In such a case, the program coordinator might refer the student to another program within the home institution (such as a basic skills class), or to an agency housed outside of the institution (such as vocational rehabilitation, social services, or a mental health agency). If the student's difficulties are not beyond the resources of Supplemental Services, the coordinator may still provide services to the student and maintain communication with the other service provider.

2. Basic skills remediation: Students sometimes experience difficulty in their vocational program because of deficiencies in reading, writing, or math. If these deficiencies are extreme, it may be necessary to limit the student's participation in the vocational program until the student's skill level is raised to a level that allows him/her to comprehend the material presented in the career program. Total or partial withdrawal from the class and a course of intensive basic skills remediation (usually provided by the basic skills programs in the institution), coupled with supplementary support, may be necessary. If the student's deficiencies are not extreme, applied basic skills assistance is appropriate and is most often provided by Supplemental Services. While many students can succeed in a basic skills class, they may be unable to transfer the knowledge learned to an applied setting. For instance, a student may understand fractions but be unable to figure out how to use that knowledge in enlarging a print in a photography class.

3. Test taking/study skills: A large number of students have difficulty in taking notes, using a textbook as a study aid, learning new vocabulary, budgeting time, taking tests, etc. Each support person hired by Supplemental Services should be aware of these issues and sensitive to a student's need for relevant information even if the student's primary focus does not involve this area.

   Many disadvantaged students simply do not know how to learn. Some institutions have teachers who specialize in this area and who can act as support persons, train the staff or accept referrals of students.

A significant number of students experience so much anxiety about taking tests that they fail them even though they have mastered the material. Arranging for non-timed, individualized testing sessions for students may be a needed service. Test-taking techniques can be reviewed with the student. Often, however, these interventions have a minimum impact because the student's anxiety is the symptom of a more pervasive problem which is beyond the scope of Supplemental Services. A referral to the school counseling center, a mental health center, or a test anxiety specialist may be necessary. Anxious students may also respond well to relaxation tapes and visualization training.

4. Course-specific tutoring: For students who have difficulty comprehending the concepts and/or vocabulary presented in a vocational program, one-on-one or small group tutoring may help them overcome the problems. Students also have difficulty mastering the skills needed to be successful in a vocational education program. Even though they master the concepts, they are unable to apply them in a practical (hands-on) manner. Tutoring is an effective way to address these difficulties.

5. Program/curriculum modification: Due to physical limitations, learning problems or poor preparations, all or part of a class or an entire program may need to be modified so that a student can participate. When this is appropriate, the coordinator or staff person assists the instructor in redesigning the equipment or the course objectives. The modification may be as simple as providing a separate testing situation or as complicated as finding specialized, adaptive equipment. If the student has many limitations, most postsecondary institutions can award a certificate of completion. In such a case, the student is expected to learn only the competencies identified prior to entrance and is often given a longer time in which to do so. This certificate identifies the specific competencies a student has mastered.

   An example of a course curriculum modification is the waiver of the notetaking part of a Study Skills course for a deaf student. Even at postsecondary institutions which don't have open entrance/exit programs and which offer traditional 10-15 week courses, the length of time for program completion may be modified by a combination of reducing the number of courses and issuing an "Incomplete" grade until courses can be finished. Supplemental Services staff need to be involved in working with the program director and course instructors to make such modifications.

6. Providing supplementary instructional material: Students often benefit from explanations other than those provided by the text. Simplified explanations of complex concepts or procedures can often be effective. Audio-visual presentations are another means of making information more understandable and enjoyable. Packets of materials relating to course-specific study/test taking skills, career opportunities, or the technical vocabulary can also provide additional assistance to the vocational student.

   Learning disabled students may need their textbooks read on cassette tapes. Visually impaired students may need cassette tapes or braille copies of texts. Possible sources for these materials are Recordings for the Blind, groups doing volunteer work with the handicapped, retired persons, an individual wanting to do a service project, or someone you hire. Local community-based organizations may be willing to help.

   Recordings for the Blind need about two months' notice, so start early. Although materials can be prepared on a continuous basis during the semester, it can sometimes be difficult to have them prepared in a timely manner.

7. Provide alternative testing: Students with visual or hearing impairments or students with learning disabilities may require alternate forms of testing. Interpreters or readers may be needed to ask test questions. Scribes or tape recorders may be needed to record a student's answers. In some cases students can handle the test as written if a special, quiet environment and/or extra testing time is provided. A visually impaired student might be able to use adaptive equipment such as a Visual Tech. A blind student might perform better if tests are in braille.

8. Provide interpreter services: Hearing impaired students may need an interpreter to sign for them or, if they are proficient in lip reading, an oral interpreter to repeat what is being said. Interpreters may be needed in class, during registration, at meetings with a counselor, as tutors, or in other situations encountered by the student.

   The coordinator must work closely with the instructor of the class. Because the instructor may not have worked with a hearing impaired student before, information you share about the disability and the services you provide will help the instructor to be more comfortable.

9. Provide reader, notetaking, and scribe services: Visually impaired, learning disabled, or other handicapped students may require the services of a reader. Use of these services for providing texts and alternative testing is discussed elsewhere. Readers may also be required to aid a student in registration, academic and/or vocational assessment, reading the syllabus or class assignments, etc. A reader may be a member of the class in which the student is enrolled, a work study student, a Supplemental Services staff person, or a volunteer.

   The hearing impaired, learning disabled and orthopedically impaired are three groups of students who may require note takers and/or scribes. If possible, talk to the class instructors before classes begin. Most instructors are willing to ask for volunteers (one regular and at least one backup) to share their notes. NCR paper can be provided so that the notetaker is automatically making a copy, or Supplemental Services can make photocopies of the notes. Students are sometimes more willing to share notes if a dollar/class session enticement is offered. If the handicapped student needs a tutor, the notetaker may turn out to be a prime candidate.

10. Provide specialized equipment: One of the best ways to quickly become familiar with the variety of adaptive equipment available for the handicapped is to go through a catalogue such as the two volume set of Tools for the Handicapped. One example, tape recorders (so useful for visually impaired, learning disabled and some orthopedically impaired students), can be purchased with variable speeds, allowing students to listen at faster speeds and make notes at slower speeds. Equipment which acts as a visual enlarger for reading, writing, and working on a computer may be necessary when working with visually impaired students. Needs will change from semester to semester, but most students with a handicapping condition will be in contact with the postsecondary institution before enrollment, so time should be available to access the appropriate equipment. It is important to work closely with admissions and counseling staff to ensure your earliest possible communication with students who may require these services. The students will give you valuable insights into which modifications they require in order to be successful.

    The Consortium of Handicapped Student Support Programs, Postsecondary Institutions of Colorado, in cooperation with the Colorado Division of Rehabilitation, owns adaptive equipment which may be checked out to postsecondary institutions. A list of this equipment may be obtained form the main office of the Colorado Division of Rehabilitation. Other providers of services for the handicapped may be willing to loan equipment they own but are not currently using on a semester-by-semester basis. Purchase of frequently used equipment needs to be built into the Supplemental Services budget each year.

D. Compliance With Section 504

Section 504 of the Rehabilitation Act of 1973 is the civil rights act for persons with disabilities. Basically, Section 504 says that recipients of federal funds cannot discriminate against otherwise qualified handicapped persons on the basis of their disabilities. Several points are important to the supplemental services coordinator:

1. A handicapped person is defined as someone with a physical, mental, learning, or emotional disability, including those with alcohol and other substance-abuse problems. In general, the law states that anything that interferes with a major life activity is a handicap. This might include cardiac disease, diabetes, etc.

2. All public-supported institutions in Colorado are considered the recipients of federal funds because they get funds from the Carl Perkins Act, utilize the Pell grants for financial aid, etc. In other words, if your institution receives federal dollars of any kind, it is a recipient of federal funds.

3. "Otherwise qualified" means that persons with disabilities must be qualified mentally and physically for the program they wish to enter. For example, vision is an essential technical qualification for an x-ray tech program, but it is not an essential qualification for computer programming. The existence of a disability does not necessarily mean that a person is unable to perform a particular occupation.

4. Section 504 says that programs must be accessible. This means that handicapped persons must have physical access and programmatic access. Physical access is usually easy to determine. Because programmatic access is not as visible as physical access, discrimination in this area is more likely to occur. Although programmatic access may be related to the "otherwise qualified" individual (see #2 above), the Supplemental Services Coordinator is more likely to be faced with programmatic access issues regarding (a) testing, (b) interpreting, (c) notetaking, scribe services, recorders and other auxiliaries, (d) instructional methods, and (e) curriculum modification, etc.

a. Testing. The Supplemental Services Coordinator should ensure that the handicaps of students are not tested. Timed tests may, for example, discriminate against the student who has an orthopedic problem and cannot write quickly. A student with a learning disability may not be able to read a test her/himself, but may need to have a reader or a scribe, so that the disability is not tested; or the learning disabled student may simply need to take the test in a quiet, controlled environment. Some students with visual impairments may have problems reading spirit-duplicated (the good old purple ink) materials. It might be appropriate in some vocational programs, such as auto mechanics, for a deaf student to have a test interpreted for her/him, so that knowledge of auto mechanics, rather than knowledge of the English language is tested. Blind students need to have tests read to them, brailled, etc. Instructors and blind students might agree to do the tests orally, or the student may use a tape recorder. Students with disabilities should be counseled on talking with instructors at the very beginning of a term about the modifications they need for testing.

b. Interpreting. For deaf students, programmatic access means that they are entitled to interpreters. The courts have upheld Section 504's mandate that the school is obligated to find and pay for the interpreter. Supplemental services funds are appropriately used for interpreting. In addition, funds may be obtained from the Consortium of Handicapped Student Support Services Serving Colorado Postsecondary Institutions.

Finding an interpreter might be difficult. Consult the Center on Deafness in Denver or the Interpreter Training Program at Front Range Community College. You might also ask the deaf students if they know of interpreters. Some churches have ministries to the deaf community. Several Supplemental Services Coordinators in smaller communities have paid family members to interpret.

Because deaf persons who sign have varying levels of proficiency in English, the Supplemental Services Coordinator needs to be certain that the interpreter's skill level is consistent with the deaf student's level. Generally, the more English the deaf student knows, the less skilled the interpreter needs to be, and conversely, the less English the student knows, the more skilled the interpreter needs to be in American Sign Language.

In the classroom, interpreters need to be located near the instructor, so that both are in the deaf student's field of vision. Some instructors resist having an interpreter because they think it distracts from their presentations, but they soon find out that able-bodied students pay attention to the teacher and quickly forget the interpreter. The Supplemental Services Coordinator may need to do some informal staff development with instructors on using an interpreter. For example, instructors should speak directly to the deaf student, and not say to the interpreter, "Tell him I said . . ." or "Ask him if he did his assignment". Both instructors and interpreters need to understand that the role of the interpreter is to facilitate communication, not to be a teacher's aide, test monitor, etc. (See Appendix D for the Code of Ethics for interpreters.)

c. Notetakers, scribes, tape recorders, and other auxiliary aids. Programmatic access may mean that a disabled student needs to have a notetaker in the classroom. Deaf students, for example, cannot very well watch both an interpreter and instructor, taking notes at the same time. Students with learning disabilities may need notetakers so that they can concentrate on listening. (Be cautious, however, that you don't do too much for the LD student; work with the LD specialist if one is available, so that the LD student learns to be as independent as possible.)

Notetakers can be paid, or volunteer their efforts. Usually, notetakers are students already enrolled in the class. The handicapped student needing notes should discuss the need with the instructor. Either the student or the instructor can make the request to the class. If notetakers are paid, $1/class hour is fairly standard. Providing the notetaker with paper and carbon paper might be easier than photocopying.

Scribes/writers may be appropriate for some students in classes where in-class writing or composition takes place. It's usually not effective to use a student who is enrolled in the class for this scribe service because that student cannot do his own work and be the scribe at the same time.

Students must be allowed to use tape recorders in the classroom if that is the means to programmatic access. Tape recorders are specifically mentioned in the Section 504 regulations as a means of gaining access. If instructors are concerned that the disabled student will use the recordings for anything other than a personal tool for learning, an agreement can be made in writing (see Resource section of this manual), or the tapes can be erased at the end of the term.

Since blind students can't read notes, they often use recorders in classes. With variable speed tapes, they can listen at a rapid rate. Some blind students use the small personal recorders to take their own notes by speaking into the microphone. This can be distracting to other class members, so be cautious in suggesting this practice to students.

Other auxiliary aids that disabled students might use include braillers, Optocons, word processing software, and readers. Some blind students may use braillers to take their own class notes. Others might want to use an Optocon (an electronic device that "reads" print and vibrates the image onto a small pad which the blind person then touches) for in-class work or tests, but this device usually slows down the student. Using personal computers and word processing software, with a spelling check program, might be helpful for the learning disabled student.

E. Limited English Proficient

The Limited English Proficient are dealt with separately in this manual because they present a unique set of needs. All of the previously mentioned services should be made available to LEP students, however, the mode of presentation may need to be modified. Following is a list and discussion of some major considerations involved in offering support services to LEP students.

1. Vocational English Skill Development

It is hoped that an LEP student has received some form of English instruction before entry into a regular vocational program. The language taught in these English as a Second Language (ESL) classes (often referred to as "survival" English), is most often geared toward functional abilities, not toward a specific program of study. Thus, when the LEP student enters the vocational program, he/she may function rather well in "regular" English but be at a disadvantage relative to scientific or technical terms that most American learn through school and life experience.

Every student in a vocational program is faced with learning new concepts, even if the terms are familiar. For instance, school children learn the term "electricity." In an electronics course, they must learn the concepts behind the term. The LEP student must learn both. Many ESL professionals feel that learning new concepts and the accompanying vocabulary presents a major challenge and is often the cause of failure for many LEP students in vocational programs. Translators or written translations that address this problem are a powerful aid to the LEP student in mastering language acquisitions. However, one word of caution should be noted in the use of translators. The translator should be trained to ultimately replace the foreign term with the English term and then to use English exclusively. If this does not occur, the student may become dependent on the translator and never incorporate the English terms into his/her vocabulary.

In some programs, enough LEP students are present so that small group support can be offered before or after the class. In these groups, vocabulary and concepts can be reviewed, pronunciation can be practiced and proper work behavior can be discussed. Some programs offer an intensive preparation seminar one week or so before the beginning of the vocational program.

Studies have also shown that vocational language is different from "regular" English. Aside from the obvious fact that the vocabulary of a subject becomes a language of its own, vocational language predominantly uses the passive voice; but the active voice is the major focus in ESL classes. For instance, in the active voice we would say "turn the key to start the car, "whereas in the passive voice, we say "the engine is started by turning the key." Additional instruction in this area is helpful to the LEP student.

2. TYPES OF LEP

Refugees are individuals who are unable to remain in or return to their countries of origin because of persecution or a well founded fear of persecution because of race, religion, nationality, membership in a particular social group, or political opinion.

Foreign students are individuals who have come to the U.S. to gain knowledge and skills from an American postsecondary institution. These students usually intend to return to their country of origin. Various laws and regulations govern their stay in the U.S. For instance, they must be full-time students and they must obtain special student visas. Depending on the type of visa, work may be limited or impossible.

Children of refugees and immigrants often grow up in families and social settings where the parents' language of origin is the predominant language spoken at home and play. Some have attended high schools in the U.S. Two of the problems many postsecondary institutions are encountering are a somewhat limited capacity to comprehend the more complex usages of the English language and a lowered capacity to read and write English. Although many of these students appear to be Americanized and fluent, a basic skills assessment will reveal a marked deficiency in reading and/or writing.

Cultural adjustment may be more difficult for many LEP individuals than learning English because cultural laws have not been codified and are not formally taught. Indeed, many Americans as well as immigrants are not aware of the strong influence that culture exerts. Because it is not feasible to sensitize a whole society to the cultural variations of each group of immigrants, much of the burden of cultural adjustment falls to the new resident and the educational service provider.

The American workplace has a subculture all its own, characterized by acceptable and unacceptable behaviors and unwritten laws. Few immigrants, for example, immediately know that American life is fragmented into segments of time and that punctuality counts. The American job interview requires such cultural behaviors as directness, clear and confident responses, and eye contact. These behaviors are difficult for many Americans to master and are even harder for immigrants who have very different values and a weak command of the English language.

True cultural adjustment requires examination of one's self, one's native culture and the new society's values and behaviors. Awareness of and sensitivity to cultural obstacles by the educational service provider are the first steps toward helping the immigrant adjust to American life. Talking with a culturally sensitive person, the immigrant can get the right answers about what is expected and what is considered unacceptable.

Lucas (in Lopez-Valadez et. al. 1985) lists the following activities that may facilitate cultural adjustment:

- Role play job interviews and on-the-job situations.
- Set aside Job Interview Dress Day.
- Listen to or read a job interview or on-the-job conversation, and discuss.
- Tour vocational training centers and local industries.
- Develop slides or videotapes of appropriate and inappropriate job behaviors, for discussion.

These activities allow students to experience "real world" situations in a nonthreatening environment. These activities, which should be followed by discussion of findings with peers and with a culturally sensitized American, build cultural self-confidence and facilitate cultural adjustment.

3. Vocational and Native Language Assessment for the LEP

This section is designed to discuss issues related to the importance of assessing LEP students for both English and native language proficiency and vocational interest and aptitude. It is almost never possible to use the same test instruments for LEP students that you use with students who are native speakers of English. Both linguistic and cultural differences make them inappropriate and inaccurate. Indeed, assessment procedures should never be used to screen students out of programs because of limited English proficiency, but rather to diagnose their need for English as a Second Language (ESL), bilingual instruction and other special services.

A general LEP information form can be used to request information about place of birth, date of entrance into the U.S., reasons for coming to the U.S., and plans to remain or return to the native country (if born outside the U.S.). You can ask the applicant's alien registration number or citizenship number, family background, work experience in the U.S. and other countries, self-report of English language proficiency, and number of years the applicant has studied English or other languages, and at what level.

Proficiency in the native language should be assessed as soon as the student enrolls in the vocational program. This assessment might be completed by a counselor, vocational teacher, support service staff, or ESL teacher. Assessing native language proficiency serves several important functions:

- It can tell you whether students can read and write in their native language.
- It can give you an indication of how much formal education they have had in their native language.
- It can tell you whether they are familiar with technical terms in their native language.

Because full-scale English assessments are often conducted as a part of the institutional intake procedure or by the ESL component at your institution, you may not need to conduct these yourself. The results, however, can assist the Supplemental Services personnel in determining appropriate services for the student. If it is necessary for you to conduct this evaluation, many standardized tests exist and can be purchased.

An informal measure of oral proficiency is presented here. Upon repeated use of this, you can begin to develop your own index of students' levels of proficiency.

TWO SIMPLE WAYS TO RATE ORAL PROFICIENCY IN ENGLISH

1. Interviewer Observation

Rate each question using a 5 point scale ranging from proficient to non-proficient.

1. Speech is so halting and fragmentary as to make conversation virtually impossible.
2. Usually hesitant; often forced into silence by language limitations.
3. Speed and fluency are rather strongly affected by language problems.
4. Speed of speech seems to be slightly affected by language problems.
5. Speech as fluent and effortless as that of a native speaker.

2. Oral Interview Rating Scale

		1	2	3	4	5	
PRONUNCIATION:	Foreign	___	___	___	___	___	Native
GRAMMAR :	Inaccurate	___	___	___	___	___	Accurate
VOCABULARY :	Inadequate	___	___	___	___	___	Adequate
COMPREHENSION:	Incomplete	___	___	___	___	___	Complete
FLUENCY :	Halting	___	___	___	___	___	Smooth

Students who receive marks of 1s and 2s must have vocational instruction in the native language or attend intensive ESL instruction before or during vocational training.

Taken from: Friedenberg, J. E.; Gordon, R. A.; and Dillman, M. A. "Conduct Intake Assessment for LEP Vocational Students" National Center for Research in Vocational Education.

Sensitivity to these issues can help in understanding LEP student's needs and in determining which services are most appropriate. Native language and milieu assessments can explain the barriers a student is facing. For instance, many Laotians lived in a jungle setting in their native country. They often did not attend school, never learned to read and write in their native language and had no technology. The barriers they face are, therefore, greater than those faced by well-educated, sophisticated, city-dwelling refugees from Saigon, Vietnam.

Interest and abilities can also be assessed using formal, standardized measures. The language and time limits, however, can cause the results to produce an overly negative reflection of the student's abilities or meaningless results on an interest inventory.

Interests and abilities can be informally assessed through questions, may be presented to students in writing, in an interview, or by a taped interview. You may have existing local instruments translated or modified or you may ask questions such as the following:

1. Do you like writing, music, drawing, theater, or crafts? Do you have any experience?
2. Do you like scientific work, like chemistry, laboratory work, or computers? Do you have any experience?
3. Do you like working with plants or animals? Do you have any experience?
4. Do you like to work with machines, or fix them? Do you have any experience?
5. Do you like secretarial work, data processing, or working in a bank or office? Do you have any experience?
6. Do you like sales work--in stores or individually? Do you have any experience?
7. Do you like to help people in ways such as cutting hair, working as a waiter in a restaurant, taking care of children, nursing, teaching? Do you have any experience?

Ideally, this interview or written instrument should be translated. Unfortunately, this is often not possible. Following the guidelines for modifying English materials enhances success for the student.

4. Support Services for LEP

LEP students have varying backgrounds, and thus, their training needs are very different. The amount and type of assistance required by a student are determined by an analysis of employment background, educational background, English language proficiency, experience with United States culture, and the individual's personal goals.

Students may either be mainstreamed into regular vocational classes with English-speaking students or be placed in special classes. In either case, the student needs extensive support services to be successful. Support may range from peer tutoring to providing a personal translator for exams and quizzes.

As mentioned earlier, all the support services cited under Implementation of Services should be made available to the LEP student. However, some special accommodations and approaches need to be considered. Because training will usually occur in English, some adaptation of instruction is required in the curriculum, materials, and approaches. The following techniques may be used:

- o Introduce one concept at a time.
- o Use a slower pace in introducing information.
- o Use shorter lectures and more demonstrations.
- o Explain key concepts in the native language.
- o Provide bilingual glossaries.
- o Check readability and adapt materials, if necessary.
- o Summarize or outline long, difficult readings.
- o Check comprehension frequently.
- o Use visual support materials.
- o Modify tests to evaluate mastery of content rather than English.

Excerpts taken from "Overview," ERIC, Digest 49

To modify materials, the following ideas might prove helpful:

- Identify and explain key vocabulary.
- Summarize narrative in a list.
- Eliminate or reduce telegraphic speech.
- Eliminate or reduce pronouns and replace with nouns--get rid of "it."
- Change order to be more logical.
- Underline key points.
- Break down long sentences into several shorter sentences.
- Take out unnecessary details.
- Add supplementary illustrations.
- Add important information that was left out.
- Add supplementary exercises.

F. Transitional Services

The Carl Perkins Act requires that disadvantaged and handicapped students in vocational programs in postsecondary institutions "shall receive counseling services designed to facilitate the transition from school to post-school employment and career opportunities." These counseling services or transitional activities should address the areas of job readiness, specific job-seeking skills, cooperative education and internships, and placement.

1. Job Readiness

Disadvantaged and handicapped students should have the same job readiness as any other student who has completed a postsecondary vocational program.

Because of the mandate by the Colorado Commission on Higher Education and the state legislature for measurable accountability, most vocational programs in postsecondary institutions will have exit competencies. An exit competency consists of a listing of minimum skills that all students, including handicapped and disadvantaged, are expected to have upon program completion. See Appendix D for sample exit competencies.

Exceptions to the exit competencies for a given vocational program can be made in the case of a disabled person for whom some program modification has been made. For example, the requirement to type at a particular rate might be waived for a student with an orthopedic injury to the hand.

The Supplemental Services Coordinator needs to ensure that handicapped and disadvantaged students have necessary independent living skills and social skills that relate to their job readiness.

a. Dress--Is clothing appropriate for a particular line of work? (Rehabilitation counselors sometimes have funds to help clients acquire a wardrobe for the workplace.) Does the student understand the importance of dressing appropriately?

b. Behavior--Does the student understand the ethics and protocols of the workplace? Frequently, handicapped and disadvantaged students have had little or no experience in the world of work. Does the student have skills in negotiating conflict? Does the student understand the absolute importance of attendance and punctuality?

c. Attitude--Does the student have a positive attitude? Does the student expect to do his/her fair share of the work? Is he/she able to receive criticism, follow directions without repeated instructions?

d. Adjustment to the disability--Does the disabled student accept his/her disability? Does the student neither deny disability nor play upon people's sympathies? Does the student know how to manage his/her disability? (Persons with multiple sclerosis need to pace themselves; quadriplegics have to do weight shifts to avoid pressure sores; diabetics must be careful of their diets.) Does the student have the necessary skills for activities of daily living; i.e., using the toilet, eating, setting up the work station, etc? If the disabled person needs assistance in the activities of daily living, is he/she able to find appropriate assistance?

e. Transportation--Does the student have reliable transportation? If the student takes the bus, has he/she practiced using the buses? Has the student driven in high traffic times?

f. Child Care--If the student has children who need child care, have alternative arrangements been made if either the care provider or the child is sick? Is the student's income such that it qualifies for child care funds available from the county Department of Social Services?

2. Job-Seeking Skills

Job-seeking skills may be provided directly by the Supplemental Services Coordinator, may be available to handicapped and disadvantaged students through specific classes offered by the institution, or may be addressed in the regular classes of the vocational program.

a. Resume writing. Students should understand the different kinds of resumes--chronological and skill listing. They should understand the need to adapt a basic resume for a particular position. Students who have limited or no work experience should learn how to extract experiences and skills from their life experiences. For example, a homemaker has many skills that apply to the workplace.

b. Applications. Students should have experience in filling out a variety of applications. Students with spelling problems or learning disabilities should be taught to fill out applications away from the employment site, if possible, so that someone can check spelling, etc. They should also have a list of words commonly used on applications to which they can refer.

c. Interviewing skills. Handicapped and disadvantaged students often need extensive assistance with interviewing skills because of their limited work experiences. It is helpful to video tape practice interviews and to conduct mock interviews utilizing advisory committee members from the vocational program areas and the Supplemental Services program. Handicapped students, particularly, need to be able to address their handicaps in the interview, so that the interviewer is at ease with the handicap and is assured that the disabled person is capable of doing the job.

d. Job-search strategies. Students should learn how to use resources such as the school's job placement office, the Colorado Job Service, private employment agencies, classified advertising in newspapers, personnel offices, rehabilitation counselors, etc. Students should also learn how to make "cold calls" to possible employers. The Supplemental Services Coordinator might want to work with the vocational program instructors in developing job leads for students. Job Clubs are also effective; students come to a specific place in the institution where desks, phones, newspapers, vacancy announcements and other job listings are available.

3. Cooperative Education and Internships

One of the most effective ways for disadvantaged and handicapped students to gain documentable work experience is through cooperative education and internships. These experiences give the student the opportunity to gain directly applicable work experience while giving the employer a no-obligation opportunity to "try out" the handicapped or disadvantaged individual. Even if cooperative education is not required for a particular vocational program, the Supplemental Services Coordinator should encourage students to take advantage of a cooperative work opportunity and should work with the Cooperative Education Coordinator, vocational instructors, and advisory committees to develop cooperative education opportunities. Internships and cooperative education are one of the easiest ways for handicapped and disadvantaged students to gain employment. They give students the opportunity to prove that they can do the work.

Employers are sometimes reluctant to take persons with disabilities for internships because they are concerned about liability and insurance coverage for the disabled employee. For this reason, the Supplemental Services Coordinator should determine the institution's coverage for Workmen's Compensation, etc., for students in training, including internships.

4. Job Placement

The Supplemental Services Coordinator should ensure that job placement services at the institution have information about federal tax credits available for employers hiring handicapped persons. Targeted Jobs Tax Credit allows employers up to $3,000 tax credit for hiring handicapped and some disadvantaged workers. See Appendix D for copy of brochure. The Colorado Job Service and the Division of Rehabilitation can certify qualified individuals. Federal agencies also can hire persons with disabilities for a temporary 700 hour appointment. Many federal agencies also have personnel specialists for handicapped and disadvantaged applicants.

G. Follow-up:

1. Program Evaluation:

Supplemental Services Coordinators must evaluate their programs to determine whether the services they provide are effective. Collected data usually include information about students served (discussed under "Student File"), evaluations by students, and evaluations by faculty. The data regarding students served are summarized and reported to various agencies (described under Program Evaluation and Reporting").

2. Evaluation of student progress:

a. Student progress should be monitored by the Coordinator, the support staff and/or instructors/counselors. Most programs request their support staff to note student progress periodically (i.e., weekly, biweekly) during service. Special forms are used and then become part of the student's file. Some programs may send a form for each instructor to complete. Instructors are asked to note the student's class performance and areas of continued difficulty. This information is used to monitor services provided to students and student improvement, and to determine if services should be continued or terminated.

b. Another student-related follow-up procedure involves an evaluation of the success of the service students received. The effectiveness of service relative to each student served in the current semester or year may be determined by examining the grades students received. Other variables of success include continuation in the program, passing the particular course in which they received assistance, and obtaining related employment.

3. Evaluation by students:

Most programs use a questionnaire-survey for students to use in evaluating the services they received. It is desirable that all students served complete an evaluation. Ideally, each student would complete an evaluation during the last session of service. Because many students drop out or disappear before the end of the program, however, evaluations should be conducted periodically. If support personnel are associated with the service, it is beneficial to include their names and an evaluation of their services, as this can serve as a tool for personnel evaluation.

4. Evaluations by faculty:

   At least once per semester, and minimally once per year, the vocational faculty should be surveyed. Most programs conduct their surveys in the late fall and spring. Evaluation of effectiveness, quantity, quality, timeliness of service, and appropriateness of service are usually included. If faculty are unaware of services, public relations measures need to be taken. Asking faculty members to indicate their area of service, can serve as a measure of specified support personnel performance.

H. Support Staff

In order to provide specialized services to disadvantaged and handicapped vocational students, it is often necessary to employ individuals whose skills are specific to the student's needs. These individuals can provide course specific tutoring, specialized remediation or testing, and interpreting for the deaf; they can administer assessments, translate for LEP, and consult with vocational instructors.

1. Support staff identification:

   Sources for recruiting support staff vary according to their area of expertise. For course-specific support, it is often best to solicit referrals from the area instructors. The instructors can also interview potential support staff regarding their knowledge of specific subjects. Part-time instructors are also often available to assist students in specific courses. Some programs work closely with retirement associations in recruiting retired professionals to assist students. If a four-year college is located near your institution, related programs and job placement services can be sources of potential support staff. Refugee and ethnic centers can suggest translators for the LEP. Referrals from other supplemental services programs and outside support agencies are other good sources for recommendations of qualified support staff and interpreters for the deaf.

2. Support staff training:

   Upon employment, most supervisors review guidelines and paperwork procedures individually with support staff. A handbook that outlines the rules and regulations, guidelines for tutors, ethics and confidentiality, tutoring tips and paperwork procedures is very helpful. Support staff might be assigned to other professionals to be trained in specific techniques. Support staff inservices and meetings increase the staff's knowledge of issues and techniques regarding instruction of handicapped and disadvantaged and create a sense of staff cohesiveness in the program.

I. Instructor Inservice

Inservice training can be approached in both an informal and a formal manner. Informal sessions with instructors regarding program modifications and special approaches to teaching specific disadvantaged and handicapped students are an ongoing part of the coordinator's responsibility. Formal inservices and credit generating classes are another way to impart this information. The following possibilities are available:

1. Colorado State University will provide credit courses on your campus dealing with serving disadvantaged and handicapped students. The program coordinator can request a topic or choose from a list of existing courses. Requests for courses must be received 45 days in advance of the first day of classes and a minimum number of faculty (12) must promise to attend. The faculty must also pay tuition. Credit can be used for recredentialing. CSU can provide further information upon request (303-491-6316).

2. Colorado State University special needs personnel will provide free workshops on any topic related to serving disadvantaged and handicapped students.

3. Most colleges and area vocational schools have a wealth of experts in different fields on their staff and faculty. These individuals are often happy to make presentations on request, if the program coordinator will make all the necessary arrangements. These presentations can serve as good inservice training sessions for special support personnel who are employed by Supplemental Services.

4. The Consortium of Handicapped Student Support Programs in representing the postsecondary institutions of Colorado has members skilled in providing workshops and consultation on most issues related to serving postsecondary handicapped students. Consortium members offer their services without fees. Reimbursement for mileage is appreciated. See Appendix D.

J. Consumer Rights and Responsibilities

The disabled or disadvantaged adult student has the right to choose which services, if any, he/she wants to use. While the Supplemental Services Coordinator or others in the institution may suggest that a student take advantage of services, the student is free to choose to use or reject these services. On the other hand, the student must realize that he/she is responsible for the choice. For example, if a student seeks tutoring, but then chooses not to attend class regularly or not to prepare for tutoring sessions, he/she must realize that future tutoring services may be withheld.

Students in postsecondary institutions have the right to privacy. The Family Privacy Act, also called the Buckley Amendment, allows institutions to release only "directory information" such as name, address, dates of attendance. For a student 18 or older, institutions cannot release information, such as assessment scores, grades, even to parents, employers, or creditors, without the written consent of the student.

References

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Lopez Valdez, J. Friedenberg, J. E. Lucas, N. Z. Kramer, N. Reed (1985). "Immigrant Workers and the American Work Place: The Role of Vocation Education." Information Series 302 & 550: ERIC Clearinghouse on Adult, Career, and Vocational Education. Ohio State University. (ERIC DOC. and ED, 260-304).

Friedenberg, J.E.; Gondon, R.A. & Dillman, M.A. "Conduct Intake Assessment for LEP Vocational Students" National Center for Research in Vocational Education. The Ohio State University, Columbus.

APPENDIX D

Terminology
ESL - Immigrant-Refugee
Guidelines for Interpreters for the Hearing Impaired
Example of Exit Competencies
Supplemental Services
Supplemental Services Tutors
Student Profile Sheet
Targeted Job Tax Credit
List of Consortium Members
Transition Guide for Parents
Program Evaluation and Follow-up
Faculty Evaluation of Program

TERMINOLOGY

Limited-English Proficient (LEP): LEP persons are those reared in a country or environment where English is not the primary language, and who, as a result, experience difficulty in reading, writing, speaking, and/or understanding English to such an extent that the difficulty is a barrier to education and employment.

Bilingual Education: The use of two languages, one of which is English, in a classroom or instructional program.

English as a Second Language (ESL): A class or program of English language instruction designed especially for speakers of other languages. ESL is not like English or Language Arts classes for English speakers.

Vocational English as a Second Language (VESL): ESL instruction that is job-specific. Examples are cosmetology ESL, nurse's aide ESL, child care ESL, and auto mechanics ESL.

Immigrants	Refugees
Free departure from native country	Forced departure from native country
Stay can be temporary or permanent	Stay usually permanent
Open communication with home country	Censored or no communication
Retention of sense of home country	Loss of home country
No resettlement camp experience	Resettlement camp experience
Relatively peaceful journey to new country	Usually traumatic journey
Preparation for new country	Usually little preparation for new country
Return to home country possible	Return to home country impossible
Choice of new country	Relatively little choice of host country
Choice of location to settle	Little choice of resettlement site
Usually pre-existing network of social support and resources.	Usually little pre-existing network of support, except with secondary migration

(Onizuka, 1988)

SUPPLEMENTAL SERVICES
Horizon Hall 302
330-8008 x 248, 388, 496

GUIDELINES FOR INTERPRETERS FOR THE HEARING IMPAIRED

The following is a list of guidelines designed for those individuals engaging in interpreting. Some of the suggestions may appear to be common sense statements but have been included not only for the beginner but also as a reminder for those individuals who have done interpreting in the past. This is by no means an inclusive list, but rather a number of suggestions which may aid you in making your job as an interpreter a pleasant one. These suggestions, if followed, will also enable the hearing impaired individual to gain as much from your presence as possible.

1. At the beginning of the first class session, introduce yourself to the instructor and inform him of your reason for being there.

2. Whenever possible, always stand next to the instructor.

3. When interpreting in a group setting, locate yourself centrally with the members of the group so you are able to designate when each speaker is talking.

4. Be prompt. When you arrive for an interpreting assignment, wait five minutes for the hearing impaired individual to arrive. If the student does not appear within five minutes, please report to Supplemental Services.

5. Dress neatly and appropriately. Avoid conspicuous outfits and wear solid colors whenever possible. Avoid excessive jewelry that may distract from your hands.

6. Establish eye contact with the hearing impaired individual. Looking around the room is distracting.

7. Use as much facial expression as possible.

8. Mouth the exact word the individual is saying while simultaneously signing. (The sign may differ from the word, but the individual will have the advantage of seeing the correct terminology.)

9. Use the signs and sign system requested by the hearing impaired individual. Even though several signs are acceptable in one area of the country, they might not be understood in a different locale. Never argue as to which signs are correct. Your job is to enable the deaf student to understand what is being presented, not to confuse him with "different, but acceptable signs."

10. Sign everything, not just what you feel is important. (This includes the instructor's jokes, broken sentences, and classmates comments and questions.)

11. If the instructor begins speaking rapidly and you are having difficulty keeping up, interrupt him and politely ask him to slow down.

12. Always explain to the hearing impaired person if you didn't catch something or if you didn't hear what was being said. Then, if the individual wants clarification, ask the instructor.

13. If you find your skills are not adequate for a particular situation, contact Supplemental Services and ask for a substitute.

14. If you are unable to meet your obligations due to sickness, contact the office so a replacement can be arranged. Do not try to interpret when you are not feeling well. You will not be effective.

15. Your work for other classes should not be done while waiting for the instructor to arrive. He could walk in talking and you would be unprepared to start.

16. At the end of the class, make sure that the hearing impaired individual does not have any questions before leaving the room.

17. Avoid covering your mouth with your hands while signing as some individuals rely a great deal on lip reading.

18. Reflect a professional attitude at all times. You are in the public eye and should project a good image for all interpreters as a whole.

COMMUNITY COLLEGE OF DENVER

NUCLEAR MEDICINE TECHNOLOGY

(Associate of Applied Science Degree)

Upon completion of the Nuclear Medicine Technology Program, students demonstrate the ability to:

I. Communicate

  A. Acquire and assess the patient's medical history.
  B. Convey explanatory information to patients, staff, and physicians.
  C. Document all operations of the laboratory: the receipt and disposal of radioactive materials, instrument and procedures quality control data, patient procedures, and medical records. Understand these tasks and the necessity for documentation.
  D. Schedule patients.

II. Reason

  A. Recognize emergency situations, initiate life-saving procedures or radioactive isolation techniques, and notify the proper authorities.
  B. Evaluate the physical and/or emotional preparedness of the patient prior to conducting any procedure.
  C. Relate the patient's illness to the pending diagnostic procedure.
  D. Monitor, record, and report the patient's status using the correct specific equipment as pertinent.
  E. Evaluate patient's status for purposes of correctly moving the patient to minimize pain or damage to the patient or to self.
  F. Differentiate an abnormality from an artifactual finding for any Nuclear Medicine procedure.
  G. Apply all equations used in the Nuclear Medicine department for diagnostic procedures, therapy procedures, and quality control.

III. Understand the Theory of Nuclear Medicine Technology

  A. Radiation Safety

    1. Relate national and international agencies, their rules and regulations regarding radioactive materials or transport of same.
    2. Explain maximum permissible dose levels for any isotope, the organs most damageable, and how to keep exposure within safe limits.

  B. Biological Effects of Radiation

    1. Define and describe the various forms of ionizing radiation, natural versus "artificial."

2. Describe the effects of various forms of ionizing radiation upon organisms (humans).
3. Explain the principles and equations for determining amounts of radiation exposure.

C. General Pathology and other Diagnostic Modalities

1. Explain the broader scope of medicine.
2. List a number of specialized areas of treatment and diagnosis and understand how each contribute to the whole.

D. Nuclear Physics and Instrumentation

1. Give a brief history of the discovery of nuclear radiation and its first applications in diagnostic imaging.
2. Relate and apply mathematics to the physical concept of photon interactions with matter.
3. Relate radioactive decay laws and be able to calculate energies, half-lives, and half-value layers.
4. Explain and graphically display energies, etc. (see 2 and 3 above).
5. Explain the exact mechanism by which different radiation detectors are able to collect and transform data from the patient for diagnostic information or monitor for purposes of safety.
6. Explain and apply techniques for the proper maintenance of equipment.

E. Diagnostic Procedures

1. Explain normal versus pathological status at the cellular level in certain human organs and/or their associated physiological system for any given Nuclear Medicine Procedure.
2. State the mechanisms of biorouting of radiopharmaceuticals. Define "critical organ(s)."
3. Explain by pointing out visual defects on scans in comparison to radiographs or sonograms.
4. Explain a variety of disease states associated with blood, blood components or urine and the in-vitro Nuclear Medicine procedure for the diagnosis of the disease.
5. Describe quality control and analytic procedures. Apply equations determining normal versus abnormal process and/or diagnosis (this is in the in-vitro area).
6. Describe the computer's role in data gathering and as an analytical tool incorporated in the Nuclear Medicine department.

F. Professionalism and Ethics

1. Explain the patient's rights by law and in accordance with ethical or cross-cultural considerations.
2. Display interest and dedication to the field and profession.

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3. Describe moral and legal obligations in accordance with professional society and/or certification standards.
4. Abide by the idea of "team-work" in the health care profession.
5. Explain the concept of "risk versus benefit" (especially of radioactive use in humans).

IV. Apply the theory and demonstrate the technical or practical competencies used in Nuclear Medicine Technology

A. Be able to elute an isotopic generator, prepare a number of different radiopharmaceuticals, calculate doses as a function of decay time and know maximum permissible dose ranges (sterile technique and radiation safety apply at all times).

B. Demonstrate all necessary skills in accomplishing solo: (1) imaging procedures, (2) radioassay procedure, (3) nuclear cardiology, (4) computer applications and (5) quality control in all areas (135 clinical internship hours, at least 95 different procedures).

C. Properly apply nursing skills: (1) obtain and record temperature, blood pressure, respiration and heart rate, (2) accomplish venapunctures, intramuscular injections, or oral administration of pharmaceuticals and radiopharmaceuticals as applicable, (3) monitor and report I.V. infusion rate and status, cardiac or respiratory equipment status.

Note: Nuclear Medicine Technology Education and Training Programs are governed by CAHEA. In the publication of Essentials, the JRC outlines specific knowledge and tasks to be accomplished by the student. Those not listed here (III & IV) are listed therein and are expected of graduates of this program.

V. Measurement

The above theory and skills were measured by comprehensive written examination, successful laboratory practice, and on-going clinical evaluations at various practicum sites by professional staff and Nuclear Medicine instructors.

VI. Transferability

Credits earned are selectively transferable to certain other institutions of higher education into areas of Health Care Management, Physics, Pre-Med or Chemistry/Biology.

August 8, 1955

Vice President of Instruction — Date

MEMORANDUM

TO: Instructors

FROM: Jan Bundy, Coordinator
Supplemental Services

DATE: August 23, 1988

Arapahoe Community College is funded* to provide assistance to students who need extra help to succeed in classes required for their vocational programs. This includes tutoring on a one-to-one basis. The accounting and CIS tutors have regularly scheduled hours for students for which no appointment is necessary.

Services are available free to the student. If some of your students are heading for failure and are unable to keep up with class standards, please refer them to us. The tutoring may be for course content or for background skills in reading, math, language, or study techniques. The student must be enrolled in an eligible class and an appropriate vocational major (see attached) and attending class regularly. The student must be doing below "C" work in class or on quizzes or exams.** The student is responsible for keeping appointments. The instructor's approval and recommendations are appreciated. Often, instructor assistance is requested to select the appropriate tutor.

We have separate funds for handicapped vocational students. We can employ interpreters, note-takers, provide equipment, and assist the handicapped in other needed ways. We are also available to answer questions you may have about working with handicapped students in your classroom.
To refer a student for assistance, send the student to our office in M365 and then inform us of your approval by a memo or call to extension 5739. There are orchid-colored Referral forms near each set of mail boxes in the school. Please check the reason(s) for referral, indicate the type of help you think the student needs, and sign and date the form. Send this form with the student, or in campus mail.

After the student's tutoring has begun, you will receive progress reports. Please call if you have any questions and/or information for me or a tutor.

Hoping we may be of assistance,

---

*The grant is on an annual basis through the Carl D. Perkins Vocational Education Act of 1984. It is awarded and supervised by the Colorado Community College and Occupational Education System.

**If the student is having problems understanding a concept/process presented in class or reading, and would, in your estimation, receive a "D" or "F" if tested now, then the student qualifies for help.

WG/pm/7.88 VOC-ED/MEMO-SUP/SER-A

HOW TO IDENTIFY VOCATIONALLY REIMBURSED COURSES

These prefixes indicate majors eligible for Supplemental Services. The College has developed Certificates (C) and Associate Degrees (D) in the following fields:

ACC	Accounting	D
ABR	Auto Body Repair	C
ADJ	Administration of Justice	D
	--Basic Police Academy	C
	--Criminal Investigations	C
	--Sheriff Detention Officer Acad	C
ARC	Architectural Technology	D
	--Building Contracts	C
	--Computer Aided Design/Drafting	C
	--Construction Management	C
	--Building Materials	C
	--Architectural Drafting	C
AUT	Automotive Service Technology	
	--ASEP Option	D
	--ATEC Option	D
	--ATN Option	D
	--Automtive Service	C
BTC	Comprehensive Bldg. Trades (AVS)	C
BUS	Business Administration	D
CAM	Professional Residential Mgt.	C
CIS	Computer Programming	C
	--Management Information Sys.	D
COA	Commercial Art	D
	--Commercial Art	C
COM	Electrical Construction Mgmt.	D
DRT	Mech. Drafting & Design Tech.	D
	--Mechanical Drafting	C
ELT	Electronics Technology	D
EMT	Emergency Medical Technology	C
FIN	Financial Services	D
	--Financial Services	C
*FOS	Food Service/Restaurant Arts	C
IND	Interior Design	D
LAA	Landscape Architectural Tech.	
	--Landscape Drafting	C
	--Landscape Graphics	C
	--Landscape Irrigation	C
MAN	Management	D
	--Management	C
MAR	Fashion Merchandising (Marketing)	D
	--Fash. Merchandising (Marketing)	C
	Professional Selling (Marketing)	D
	--Professional Selling	C
	Retail Merchandising	D
	--Retail Merchandising	C
*MAS	Machine Shop Technology (AVS)	C
MLT	Medical Laboratory Technology	D
MOA	Medical Office Assisting	D
	--Medical Office Assisting	C
MRT	Medical Record Technology	D
*MST	Small Engine/Sport. Vehicle Service (AVS)	C
NUR	Nursing (Registered)	D
OTN	Bookkeeping and Office	C
OTN	Office Technologies	
	--Legal Secretary--Off. Tech.	D
	--Secretarial Sci.--Word Proces.	D
	--Clerk Typist--Secretarial Sci.	C
	--Bookkeeping and Office	C
PAL	Legal Assistant	D
	--Legal Assistant	C
PAM	Paramedic	D
RAC	Refrigeration & Air Cond. (housed at AVS)	C
RAS	Refrigeration & Appliance Service (housed at AVS)	C
TRA	Travel and Tourism	C

SUPPORT COURSES WITHOUT CERTIFICATES

ALH	Allied Health
CEH	Continuing Education Health
ECO	Economics
ELM	Electro-Mechanical Technology
INV	Investments

*These programs are offered in cooperation with the Arapahoe-Douglas Area Vocational School

WG/kr/Rev. 5.12.88

REIMBURSED--SUPP SER A

Supplemental Services
Referral

Student Name ______________________________ Phone ______________

Address ____
street city Zip

Name & No. of Course ____________________ Instructor ______________

Vocational major ____________________ SS# ______________

Criteria for referral; check one or more;

☐ Below grade level on test or class performance

☐ Low on placement test (developmental studies class/ classes recommended)

☐ Learning problem (e.g., trouble remembering what read or heard, understanding what read, applying what learned)

☐ Handicapping condition (e.g., mobility, sight, hearing, brain injury)

☐ Financial assistance (any public assistance program. This includes work study, student loan, grant, food stamps, child on school lunch program)

☐ Inadequate study skills.

☐ Limited English Proficiency

Help needed:

Grade to date ______________ Attendance ____________________

Tutor ______________

______________________________ Date ______________
Instructor signature

______________________________ Date ______________
Coordinator

Remarks:

WG/pm/Rev.7.25.88
REFFERAL--SUPP SERV 8

Community College of Denver

Supplemental Services

Program Description and Services

Coordinator: Janet W. Butler

Office: SO 244H

Telephone: 556-2520

Supplemental Services is funded by the Federal Government through the Community Colleges and Occupational Education System to provide assistance to disadvantaged students who are not succeeding in their vocational programs. Assistance can consist of tutoring, vocational assessments, referrals to appropriate support agencies/programs or counseling. Tutoring occurs either individually or in small groups after the instructor/counselor has approved the students' need for additional support. This explanation and guideline is designed to enhance the referral, the determination and the provision of services process.

A. Guidelines for determination of student eligibility for services

1. The student must have declared a vocational major and the class in which he/she needs assistance should be required for his/her degree or certificate. A student can also be prevocational and in need of program preparatory skill remediation.

2. The student should have an academic or economic disadvantagement that causes him/her to require special educational services or assistance in order to succeed in the vocational program.

3. The student must be registered at CCD.

B. Assessment of the student's need for services

1. The student must be either enrolled in the course, completing an "SP" or "I" or needing to build skills to successfully enter a vocational program.

2. The student requires services because he/she is not succeeding in the course or program. The following are some examples of this criterion:

a. The student is failing the class due to language deficits, lack of ability to answer questions relating to the subject, lack of essential concepts, etc.

b. The student's skills do not seem to fit well with the skills required by the vocational program, therefore counseling, a vocational assessment or a referral to an appropriate support agency seems to be in order.

c. The student needs to improve understanding because the concepts in the section/course are foundational.

d. The student is unable to competently complete the required work done in the lab.

e. The student's employability is jeopardized because of a lack of demonstrated ability in skills.

C. Referral Processes

1. Each student who is in need of assistance should be referred to SO244H where s/he must complete a Supplemental Services Request form. In some programs this is not necessary as the tutor is in the lab and will disseminate these forms. Nonetheless, each student served must complete this form.

2. The above mentioned form must be signed by the instructor before the onset of tutoring.

3. Evening instructors can pick up and deliver forms in the Evening Center (EPAC, SO134) when the Supplemental Services office is closed.

D. Tutoring

1. Most tutoring occurs on an appointment basis, while other tutoring occurs in labs or by special arrangement for class-sized presentations.

2. Tutors are either students who have successfully completed the class and are recommended by their instructors or are professionals in their fields.

3. Oftentimes, no tutors have been hired until a need for tutors in specific areas has been demonstrated through the referral of students. At that time, your assistance is often needed in assessing the level of competency of prospective tutors or finding new tutors. This is very much appreciated!

4. If you would like a tutor and/or the coordinator to visit your class, contact the coordinator.

Community College of Denver
Supplemental Services
Request Form

_______________________________________ _______________
Last Name First MI Date

____________________ ___________ _______________
Social Security Number Date of Birth Major

_______________________________________ _______________
Street City Zip Phone

Sex:
(M)Male ____
(F)Female _____

Ethnic Origin:
(A) Am. Indian ______
(B) Black ______
(C) Asian ______
(D) Hispanic _____
(E) White _____
(F) Other _____

Colorado Resident:
Yes ____ No ____

Financial Aid:
Yes ____ No ____

Is English a second language for you? (L) Yes ____ (O) No ____

When do you expect to graduate? Semester _____ Year _____

Course or area in which you need assistance ____________________

Instructor Recommendations and Comments: ____________________

____

____

____
Vocational Instructor's/Counselor's Signature

* * * * * * * * *DO NOT WRITE BELOW THIS SPACE* * * * * * * * *

Tutor ______________________ First Mtg. Date ________________

Disadv. ___________ Educational Plan ________________

Referrals _______________ Referral to Other Svs.________________

Educational Services ____________

Special Services Provided ______________

Class __________________ Grade ____________________

FOR OFFICE USE ONLY

Code Selections

For each of the corresponding titles on the bottom of the front page of this form, please choose one or a combination of codes from the listing below. Write these codes on the front of the first page of this form.

Disadv.: (use only B or C)
(A) Economically
(B) Academically
(C) Both

Educational Plan:
(A) Certificate
(C) Degree
(D) Potential Student
(E) Skill Upgrade

Referrals:
(A) Lacks Vocational Reading Skills
(B) Lacks Vocational Writing Skills
(C) Lacks Basic Vocational Math Skills
(D) Inadequate Oral Communication Skills
(E) Inadequate Study/Test Taking Skills
(F) Deficits Noticed in Assessment Process
(G) Performing Below Grade Level
(H) Excessive Absences
(I) Attitude
(J) Vocational Skill Reinforcement/Modification
(L) Limited English Proficiency
(N) Vocational Assessment
(O) Job Seeking Skills
(P) Other, Explain

Referral To Other Services:
(A) In-house
(B) Other Agencies
(O) None

Educational Services:
(A) Vocational Reading Comprehension
(B) Vocational Writing
(C) Vocational/Applied Math
(D) Oral Communication
(E) English as a Second Language
(F) Study/Test Taking Skills

Special Services Provided:
(A) Provide Oral Testing
(C) Provide Translations
(E) Provide Audio-visual Materials
(F) Provide Instructional Materials
(G) Modify Program Objectives
(H) Modify Curriculum
(I) Instructor Consultation Regarding Classroom Technique
(J) Provide Specialized Equipment
(K) Vocational Assessment
(L) Vocational English Skill Development
(M) Counseling
(N) Transportation
(O) Job Seeking Skills
(P) Other, Explain

TO: Supplemental Services Tutors

FROM: Jan Bundy, Coordinator

Through the Supplemental Services program a vocational student can be provided a private tutor and other aids to enable the student to succeed in a vocational program. There is no charge to the student. The instructor's approval is required. The handicapped vocational student is eligible for services in addition to tutoring; for example note taking, rental of equipment, or interpreting.

Students will be assigned to you individually. If you accept a new student, you are expected to tutor the student until tutoring terminates or the semester ends.

Space for tutoring sessions is in Room M365. The Supplemental Services office is M365-H. The telephone number is 797-5739. The tutoring room in M365 is open 8:00 to 8:00 p.m., Monday through Thursday and until 4:30 p.m. on Friday.

The following forms are required from tutors:

Temporary Appointment Forms, W-4 Tax Forms, and I-9 Forms

Each tutor must complete a temporary appointment form when first hired and every six months thereafter. Those newly hired at ACC should also complete a W-4 for tax deductions. Anyone hired after November, 1986, must complete an I-9 form available from the Personnel Office, A202. You must show: (1) your driver's license and either your Social Security card or birth certificate, or (2) a passport or citizenship papers.

A time sheet is required weekly from each tutor. Hours on the Weekly Time Sheet must coincide with contact hours on the Weekly Summary form. Time should be recorded in 15-minute blocks, e.g., 1/4 hour, 1 hour, 1 1/4 hours, etc.

All time sheets must be sumitted every Friday. Paychecks are available at the Cashier's Office on the second floor every two weeks, on Fridays. Be prepared with proper identification such as a driver's license.

Absence Notices

If a student fails to keep a scheduled appointment, the tutor is required to wait fifteen minutes. You then fill out an Absence Notice and count one-half hour on your time sheet. The notice will be forwarded to the student's instructor. Subsequent sessions with the student should be considered cancelled after the student misses an appointment until the student makes some explanation. Tutors who cannot keep a scheduled appointment should notify the Supplemental Services office and the student before the appointment, if at all possible.

It is the tutor's option to give his or her telephone number to the student, but this is obviously a help in communications.

Summary of Tutoring Session

These forms are in duplicate and are intended to aid the tutor and the student structure sessions. Use one at every meeting with the student. They also enable the student's instructor to monitor the student's progress. Please put the instructor's name in the proper blank and your name in the tutor blank.

The white copy is for the student's file in the office. The yellow copy is forwarded to the instructor. Leave all forms in the basket on the desk in the office.

Textbooks and other supplies needed for tutoring will be obtained by Supplemental Services and loaned to you. Please discuss your needs with the Coordinator.

There are additional aids to tutoring in the Supplemental Services office, the Tutoring Room, and the ACC Library. Included are materials on study skills, test taking, tapes, and tutoring skills. Study skills guides for you and your students are available in the office.

Incoming calls may be made at any time, as there is an answer machine in the office. Outside calls may be made at any time. Dial 9 before dialing an off-campus number.

Closing of School

The College policy is generally to remain open, regardless of weather conditions, with classes continuing to meet with as many instructors and students as can reach the campus. If, in the event the administration closes the College, such closure will be announced on KHOW "630" as well as many other radio stations.

Medical Emergency

For medical emergencies use the Health Center, extension #5769, Room M201, or call Littleton Fire Department, Paramedics at 794-1555. If Paramedics are called, notify the Campus Police at 797-5800 (extension 5800).

Fire Emergency

If the Littleton Fire Department is called, also notify the switchboard by dialing 0 or after 8:00 p.m. call the campus police, extension 5800, room M227.

Administrative Problems

For administrative problems, please contact Jan in the office, 797-5739 or at home, 795-6861, after office hours. When calling off campus from a campus phone, remember to dial 9 first.

WG/pm
8/26/87

TUTOR/MEMO
SUPP/SERV-C

TUTOR INFORMATION

Subjects to Tutor

Name ____________________

Address ____________________

____

Phone: Business ____________________

Home ____________________

Student ____________________

AA ____________________

BA ____________________

BS ____________________

MA ____________________

Training ____________________

____

____

Most convenient time to call

____

Which number

____

Availability Schedule

____

Referred by:

____

Hourly rate ____________________

Date hired ____________________

W-4 completed ____________________

Hourly payroll card ____________________

Social Security No. ____________________

Experience: ____________________

____

____

____

____

____

____

STUDENT PROFILE SHEET

PURPOSE

Program recordkeeping for:

- local program use
- VE-135 reporting
- Supplemental Services VE-135 disk reporting
- documentation for audit purposes

PROCESS

Instructor and/or student contacts Supplemental Services Coordinator.

Supplemental Services Coordinator completes the initial sections:

a. program and CIP code
b. social security number
c. name
d. sex

Supplemental Services Coordinator confers with instructor and student to determine needs.

Supplemental Services Coordinator gives form to instructor for signature.

Supplemental Services Coordinator completes the remainder of the form and keeps it on file.

TIPS

Items listed and coded on the profile sheet in the same order and coding as the reporting disk facilitates data entry.

The Supplemental Services Coordinator, not the instructor, should assume responsibility for form completion.

Check school schedule records as necessary to confirm accuracy of information.

Possible sources of data:

a. basic information: referral form, school records
b. actual hours: individual student record
c. results: tutor/student reports, individual student record, instructor evaluation, quarter/semester grades
d. completion status: instructor/counselor reporting, graduation lists
e. economically disadvantages: financial aid lists, free/reduced lunch lists

If possible, periodically cross check the student names on the supplemental disk with the VE-135 data.

Additional forms are provided for background information on special needs classes, i.e., E.S.L. and Special Education.

SUPPLEMENTAL SERVICES
Profile

Name ______________________________
Last First

____
Street Address

____
City Zip Code

SS# ______________________________

Sex M F Birth Year __________

CIP ______________________________

Service Hrs. ________

Subject ______________________________

Instructor ______________________________

Phone ______________________________

Race Code:
A American Indian
B Black
C Asian, Pacific Islander
D Hispanic
E. White (European, N. African, Middle Eastern)
F. Other

Limited English: Y N

HCP - Handicapped Code

A Mentally Retarded
B Hard of Hearing
C Deaf
D Speech Impaired
E Visually Handicapped
F Seriously Emotionally Disturbed
G Orthopedically Impaired
H Other Health Impaired
I Specific Learning Disability
J Deaf & Blind
K Multiple Handicaps
0 Not Handicapped

Disadvantaged Code

A Economically
B Academically
C Both
0 Not Disadvantaged

Reason for Referral

A Voc. Reading skills
B Voc. writing skills
C Voc. math skills
D Oral comm. skills
E Study/test taking skills
F Unsat. assessment results
G Below grade level
H Excessive absences
I Attitude
J Voc. skill reinforce/mod.
K Job performance
L LImited English
M Handicapped, mod. needed
N Voc. assessment
O Job seeking skills
P Other (specify)
0 No more referral codes

Ed. Services Provided

A Voc. Reading comprehension
B Voc. writing
C Voc. applied math
D Oral communication
E English as a 2nd language
F Study/test taking skills
0 No more entries

Special Services

A Provide oral testing
B Provide interpreter services
C Provide translations
D Provide reader services
E Provide audio-visual material
F Provide instructional materials
G Modify program objectives
H Modify curriculum
I Instructor consultation regarding classroom techniques
J Provide specialized equipment
K Vocational assessment
L Vocation English skill development
M Counseling
N Transportation
P Other (describe)
0 No more entries

Referral to Other Services

A In-house
B Other agencies
C None

Education Plan

A Certificate
B H.S. Diploma
C Degree
D Potential student
E Skill upgrade
F None

Completion Status

A Prog. comp.-major area employment
B Prog. comp.-related area employment
C Prog. comp.-unrelated area employment
D Prog. comp.-unemployed
E Continue in program
F Partial comp. - employed
G Partial comp. - unemployed
H Referred to another agency
I Change voc. objectives
J Non-completer, unable to meet needs
K Non-completer, dropped out of school
L Non-completer, terminated by school

WG/kr/12.87
PROFILE/87
SUPP SERV C

OMB Approval No. 1205-0058

1. CONTROL NO. (Optional)	U.S. DEPARTMENT OF LABOR Employment and Training Administration APPLICANT CHARACTERISTICS TARGETED JOBS TAX CREDIT	2. DATE COMPLETED
3. NAME OF INDIVIDUAL *(Last, First, Middle)*	4. SOCIAL SECURITY NO.	5. BIRTHDATE *(Mo., Day, Yr.)*

I have determined the eligible individual to have the following characteristics:

6. FAMILY INCOME *(Last 6 Months - Annualized)* $	7. NUMBER IN FAMILY	8. VETERAN STATUS *("X" One)* a. ☐ Veteran b. ☐ Disabled Veteran c. ☐ Non-Veteran

9. TARGETED GROUP FOR TJTC CERTIFICATION *("X" One Box ONLY)*

- a. ☐ Disadvantaged Youth *(18 thru 24)*
- b. ☐ Disadvantaged Vietnam-Era Veteran
- c. ☐ Disadvantaged Ex-Convict
- d. ☐ Vocational Rehabilitation Referral
- e. ☐ Youth *(16 thru 19)* in a Cooperative Ed. Program
- f. ☐ Supplemental Security Income Recipient
- g. ☐ General Assistance Recipient
- h. ☐ (DO NOT USE)
- i. ☐ WIN Registrant/AFDC
- j. ☐ Disadvantaged Summer Youth Employee *(16 thru 17)*

10. SOURCES USED TO DOCUMENT ELIGIBILITY *(Supplied by Applicant)*

11. APPLICANT'S DECLARATION

I CERTIFY that the information I have supplied in completing this form is true and correct to the best of my knowledge. I AGREE that any information I have supplied may be subject to verification.

SIGNATURE OF APPLICANT	DATE	COUNTER SIGNATURE *(Parent or Guardian)*	DATE

12. VOUCHERING AGENCY DECLARATION I have examined the documents and/or contacted the sources indicated in Item 10 and determined that the individual named in Item 3 is eligible.

a. VOUCHERING AGENCY NAME AND ADDRESS	b. SIGNATURE OF AUTHORIZED OFFICIAL	
	c. PHONE NO.	d. TYPE OF DETERMINATION *("X" One)* ☐ Original ☐ Revalidated
13. CERTIFYING AGENCY		14. DATE CERTIFIED

15. AUDIT SAMPLE RESULTS *(Complete ONLY if selected as part of random sample in quarterly audit.)*

a. ☐ I have reviewed/contacted the source(s) indicated in Item 10 above and have confirmed that the certified individual is ELIGIBLE.

b. ☐ I have reviewed/contacted the source(s) indicated in item 10 above and have determined that the certified individual is INELIGIBLE because:

c. ☐ I have not been able to establish that the certified individual is INELIGIBLE because:

16. NAME AND TITLE OF REVIEWER *(Must be different than person named in Item 12b.)*	SIGNATURE 337	DATE

NOTE: Falsification of data on this form is a Federal crime in violation of 18 USC 1001. Falsification of work or concealment of information is punishable by a fine of no more than $10,000 or imprisonment of not more than 5 years.

395-72-07-0462 **ETA 8469 (R 2/85)** **WHITE-JSC (RPT) CANARY-JSC PINK-AGENCY**

U.S. DEPARTMENT OF LABOR
Employment and Training Administration

OMB Approval No. 1205-0058

VOUCHER

TARGETED JOBS TAX CREDIT

1. DATE COMPLETED *(Mo., Day, Yr.)*	2. CONTROL NO. (OPTIONAL)
3. TYPE OF VOUCHER *("X" one)* a. ☐ Original b. ☐ Revalidation c. ☐ Letter of Request	4. DATE RECEIVED OR POSTMARKED

(State Employment Security Agency's Name and Address) South [illegible] Center [illegible] [illegible] Englewood, CO 80110	*(Participating Agency's Name and Address)*
	SIGNATURE *(Authorized Official)* — PHONE NO.

PART I. INTRODUCTION

5. NAME OF INDIVIDUAL *(Last, First, Middle)*	HOME PHONE NO. MESSAGE PHONE NO.	6. SOCIAL SECURITY NO.
7 ADDRESS *(Number, Street, City, State, ZIP Code)*	8. SIGNATURE	

TO THE EMPLOYER:

The above named individual may be eligible for certification under the TARGETED JOBS TAX CREDIT (TJTC) program, as authorized under the IRS Code 44B. If the person is not employed before (Mo., Day, Yr.), this eligibility is subject to review.

DATE ▶

In the event you hire this person, you should request the certification necessary for you to claim a TARGETED JOBS TAX CREDIT. Simply complete the Employer Declaration below, MAIL TO THE STATE EMPLOYMENT SECURITY AGENCY ON OR BEFORE THE DATE THAT THE APLICANT STARTS WORK, and the Employee TJTC Certification Form will be returned to you.

PART II. EMPLOYER DECLARATION

I HEREBY DECLARE that the above named person was or will be employed by:

9. NAME OF FIRM	10. EMPLOYMENT STARTING DATE *(Mo., Day, Yr.)*	11. STARTING WAGE $ per hour
	12. JOB TITLE OR OCCUPATION	

Please send a TJTC certification for this employee. The certification is for the purpose of obtaining the benefits of the TARGETED JOBS TAX CREDIT under Section 44B of the Internal Revenue Code. I UNDERSTAND that such credit will cease immediately upon notification of any subsequent invalidation.

I FURTHER UNDERSTAND that, if the certification herein requested is for a member of the SUMMER YOUTH target group, the tax credit for which I am eligible for this employee is subject to the limits described at Section 51(d)(12) of the Internal Revenue Code.
IN ORDER FOR THE REQUEST FOR CERTIFICATION TO BE VALID: THIS VOUCHER MUST BE MAILED TO THE JOB SERVICE CENTER AND MUST BE POSTMARKED NO LATER THAN THE DAY THE EMPLOYEE STARTS WORK.

13. AUTHORIZED EMPLOYER REPRESENTATIVE a. Name	b. Title *Signature* ▶	
c. Address *(No., St., City, State, ZIP Code)* 338	d. Date *(Mo., Day, Yr.)*	e. Phone No. *(Include Area Code)* ( )
	f. IRS Identification No. *(As shown on your tax return)* →	

NOTE: Falsification of data on this form is a Federal crime in violation of 18 USC 1001. Falsification of work or concealment of information is punishable by a fine of no more than $10,000 or imprisonment of not more than 5 years.

395-72-07-0470 WHITE-APP. CANARY-JSC PINK-JSC (RPT) GOLD-AGENCY ETA 8468 (R-May 1984)

CONSORTIUM OF HANDICAPPED STUDENT SUPPORT PROGRAMS

POST SECONDARY INSTITUTIONS OF COLORADO

Consortium Representatives

Mr. Randy Apodaca 589-7632
Director, Special Services/AEC
Box R
Adams State College
Alamosa, CO 81102

Ms. Joann S. Wilcox, Supervisor 330-8008, ext. 496
Arts & Science Supplemental Services
Aims Community College
5401 W. 20th Street, P.O. Box 69
Greeley, CO 80632

Dr. Alex Labak, Counselor 797-5651
Services for Students with Disabilities
Arapahoe Community College
5900 S. Santa Fe Drive, P.O. Box 9002
Littleton, CO 80160-9002

Ms. Laurel McLeod 473-2233
Colorado College ext. 684
Cascade & Cache La Poudre Streets
Colorado Springs, CO 80903

Ms. Eeda Wanatowicz
Developmental Studies Coordinator
Colorado Mountain College
1301 Grand Ave., Box 10001
Glenwood Springs, CO 81601

Dr. James Ross
Vice-President of Student Affairs
Colorado Northwestern Community College
Rangely, CO 81648

Mr. Ken Bosch 220-1155
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Colorado Rehabilitation & Clinical Consultants
6143 S. Willow Drive, Suite 400
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Mr. Harold Cheuvront 273-3357
Dean of Student Affairs
Colorado School of Mines
1500 Illinois Street
Golden, CO 80401

Ms. Rose Kreston, Director 491-6385
Resources for Disabled Students
Colorado State University
112 Student Services Building
Fort Collins, CO 80523

Mr. Ted May, Director 360-4790
Special Services
Community College of Aurora
791 Chambers Road, Suite 112
Aurora, CO 80011

Ms. Lil Hunsaker, Director 556-3300
Student Development
Community College of Denver
1111 West Colfax Ave., Box 400
Denver, CO 80204

Mr. George Lloyd, Supervisor 866-4379
Division of Rehabilitation
1575 Sherman Street
Denver, CO 80203-1714

Mr. Bob Lundquist, Director 247-7383
Learning Assistance Center
Fort Lewis College
206 C.U.B.
Durango, CO 81301

Mr. Donald W. Archer, Coordinator 466-8811, ext. 239
Assessment and Supplemental Services
Fron Range Community College
3645 West 112th Avenue
Westminster, CO 80030

Ms. Carole Custer 457-4751 (Home)
4184 East 126th Avenue
Denver, CO 80241

Special Services
Lamar Community College
2401 South Main
Lamar, CO 81052

Dr. Karen Thorpe 936-8441
Dean of Student Affairs ext. 250
Loretto Heights College
3001 South Federal Blvd.
Denver, CO 80236

Ms. Melanie Tem, M.S.W. 556-8383
Manager, ASAC/Disabled Student Services
Auraria Higher Education Center
P.O. Box 4615-P
Denver, CO 80204

Ms. Sandra Wymore, Coordinator 248-1392
Physically & Learning Disadvantaged
Mesa College
P.O. Box 2647
Grand Junction, CO 81504

Ms. Maggie Goodwin 867-3081
Dean of Comm. Services
Morgan Community College
17800 Road 20
Fort Morgan, CO 80701

Ms. Nancy Mann, Coordinator 522-6600
Study Skills Services ext. 695
Northeastern Junior College
100 College Drive
Sterling, CO 80751

Dr. David Kuebbeller 384-6835
Director
Counseling Services
Otero Junior College
LaJunta, CO 81050

Mr. William Flynn, Coordinator 576-7711
Program for the Disabled ext. 519
Pikes Peak Community College
5675 South Academy Blvd.
Colorado Springs, CO 80906

Mr. Chris Campos 549-3318
Coordinator, Supplemental Services
Pueblo Community College
900 West Orman Avenue
Pueblo, CO 81004

Ms. Theona Hammond-Harms 988-6160
Coordinator, Supplemental Services ext. 332
Red Rocks Community College
12600 W. 6th Avenue
Golden, CO 80401

Ms. Diane Walters 458-4114
Student Life
Regis College
3539 W. 50th Avenue
Denver, CO 80221

Mr. John Giron 846-5557
Dean of Student Life 1-800-621-TSCI
Trinidad State Junior College
Trinidad, CO 81082

Mr. Homer Page, Director 492-7961 (v)
Office of Services to Disabled Students 492-4124 (TDD)
University of Colorado at Boulder
18 Willard, Campus Box 133
Boulder, CO 80309

Mr. Michael Sanchez, Director 593-3265
Counseling and Special Programs
University of Colorado at Colo. Springs
Austin Bluffs Parkway, LB 127, P.O. Box 7150
Colorado Springs, CO 80907-7150

Ms. Robin Rector 593-3265
Disabled Student Services Coordinator
University of Colorado at Colo. Springs
Austin Bluffs Parkway, LB 127, P.O. Box 7150
Colorado Springs, CO 80907-7150

Ms. Maria Armstrong 871-2280
Director
Special Services
University of Denver, Driscoll Center South
Denver, CO 80208

Dr. James K. Bowen, Director 351-2289
Resources for Disabled
University of Northern Colorado
Greeley, CO 80639

Mr. Sam Clay, Asst. Director 549-2581
Counseling & Health Services
University of Southern Colorado
2200 Bonforte Blvd.
Pueblo, CO 81001

Ms. Mary Jo Nelson, Coordinator 943-2130
Academic Advising Center
Western State College
Gunnison, CO 81230

Ms. Sue Rogers 943-2130
Director of Academic Skills
Academic Advisement Center
Western State College
Gunnison, CO 81230

Interested Others

Ms. Jan Bundy, Coordinator 797-5739
Supplemental Services
Arapahoe Community College
5900 S. Santa Fe, P.O. Box 9002
Littleton, CO 80160-9002

Ms. Susie Bell, Program Manager 620-4000
Handicapped & Disadvantaged
Colorado Community College and
Occupational Education System (CCCOES)
1391 N. Speer Blvd., kSuite 600
Denver, CO 80204

Mr. Dick Binsfield
Supplementary Services
Colorado Northwestern Community College
CNCC Box 756
Rangely, CO 81648

Ms. Patricia Yeager, Director 575-3056
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303 West Colfax, Suite 875
Denver, CO 80204

Ms. Theresa Campbell 360-4790
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Ms. Sandra Hebert 384-6869
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LaJunta, CO 81050

Dr. Russell DeVriendt 846-5528
Asst. to the President
Coordinator, Supplemental Services
Trinidad State Junior College
600 Prospect

Trinidad, CO 81082

Mr. Bill Farrell 844-2991
U.S. Dept. of Education, Region VIII
Federal Office Building, 3rd Floor
1961 Stout Street
Denver, CO 80294

Mr. John Porreca 844-2991
U.S. Dept. of Education, Region VIII
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Ms. Laura Fisher, Coordinator 492-5614
of Learning Disabled
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18 Willard, Campus Box 133
Boulder, CO 80309

Ms. Doris J. Schrupp 492-4124
Coordinator of Services for Deaf
and Hearing Impaired Persons
Campus Box 133
Univeristy of Colorado
Boulder, CO 80309

Ms. Chris Primus, Director 307 766-1121
Handicapped Services
University of Wyoming
Box 3808, University Station
Laramie, WY 82071

ASIAN/PACIFIC VALUES	"WESTERN" VALUES
Cultural Philosophy:	
Logic of the heart	Logic of the mind
Suppression of individuality, mutual dependence, collective responsibility between kinship members, family centered	Individualism, egoism, independence, self-reliance/growth/development/achievement
Conformity, harmony	Competition
Living more with past (ancestor worship)	Living for future
Fatalism	Master of one's own fate
To conserve (traditions)	To change
Rigidity of role and status	Flexibility of role and status
Defer to authority	Challenge authority
Treatment Expectations/Values:	
Restraint of feelings and self-disclosure	Verbal/emotional expressiveness
One-way communication from therapist/authority figure to client in vertical fashion	Communication exchange (horizontal)
Silence as sign of respect	Silence as sign of blocking/resistance
Advice seeking	Process of working through problems
Often expect physician to treat with medicinal agents; emotional problems presented somatically	Often reluctant to take psychotropic meds.; more readily accept psychotherapy or counseling from non-medical clinician
Physical and mental well-being synonymous	Distinction between physical and mental well-being
Treatment expectations symptomatic relief, short treatment course	Expectations for change of coping, long-term treatment
Therapist's role as authority figure	Therapist's role as neutral, non-judgmental, noncritical, blank screen
Exercise of will power or discipline leading to change	Insight leading to change

Sources: Lee (1982); D.W. Sue (1981); Acosta, Yamamoto, & Evans (1982)

COMMUNITY COLLEGE OF AURORA

A TRANSITION GUIDE FOR PARENTS

By Ted F. May
Director of Special Services

A TRANSITION GUIDE FOR PARENTS

Transition is a difficult process for everyone. The stress and uncertainty of new situations creates experiences that many of us do not wish to encounter but unfortunately are forced to do so, just by living. For parents there are many phases that are transitional periods and occur by the mere fact that their child is growing. As a child progresses through the stages of life, school becomes a pivotal factor in transition. I am sure you will remember the first day of school for your child when he/she was almost uncontrollably excited about the prospect of going to school, only to get there, and suddenly wonder if this "school" idea was that good after all. You also probably faced the same type of concern from your child as they went from elementary to middle/junior high school and then onto high school. I can assume that if you are reading this your child is entering college, and a result of this is a whole new series of concerns. This guide is written to help you better understand the college experience. This guide is also written for prospective students who are disabled and it will discuss the differences between the secondary (K-12) and the postsecondary (college) settings.

For many parents a child's senior year of high school, is a year in which many questions arise. The predominate question is "What will my child do after graduation?". The options vary from attending college to joining the work force. For those students choosing to attend college, the last year of high school means a year of entrance examinations, attending college fairs and eventually deciding on an institution. Concerns such as the cost of the institution, housing and extra expenses are very much on the mind of parents. Parents who have had a child in Special Education may also have concerns regarding the support services available to their child and what he/she can expect when entering the collge classroom for the first time. The following section of this guide will be devoted to explaining the differences in services offered to a college student with a disability and how they are provided as compared to the Special Education system.

From PL 94-142 to Section 504

PL 94-142 is federal legislation enacted to ensure that every handicapped child receives appropriate educational services. These services include a review/assessment to determine a child's needs and an educational plan tailored to meet those needs. This legislation provides for annual reviews of a child's progress to determine if the services meet the needs of the child. This legislation also guarantees that the parents are to be involved with the decision making process regarding their child's educational planning. For the past several years you have probably been involved in staffings regarding your child's educational planning. Through these staffings you have no doubt gained a considerable amount of knowledge regarding the educational services available to your child. PL 94-142 covers a child's educational programming up to high school graduation.

If a child decides to attend college then he/she is then protected by Section 504, of the Rehabilitation Act of 1973. There are many differences in the two pieces of legislation. The basic intent of Section 504 is:

"No otherwise qualified handicapped individual in the United States, as defined in section 7(6), shall, solely by reason of his/her handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program receiving federal financial assistance."

The section of this legislation that applies directly to college institutions are covered by regulations in Sub-part A, B, C, and E. The scope of these subparts has been condensed to give you a general understanding of this law.

"No qualified handicapped student shall, on the basis of handicap, be excluded from participation in, be denied benefits of, or otherwise be subjected to discrimination under any academic, research, occupational training, housing, health, insurance, counseling, financial aid, physical education, athletics, recreation, transportation, other extracurricular, or other postsecondary education program or activity which this subpart applies."

The above cited reference has probably given you an idea of the differences between Section 504 and PL 94-142. The major differences are:

1) Section 504 does not require assessment of a student with a disability

2) Educational programming is not set by an Individual Educational Plan (IEP)
3) The focus is on the adult with a disability without specific mention of parental involvement

This does not mean that parental involvement is not encouraged in a postsecondary setting but that the professional serving a student will focus more on the student as the deciding adult in the area of services provided. The parental input will be valuable in helping the student decide on the best program in which to choose, but ultimately this decision has got to be the student's decision because he/she will be the one eventually going into the working world with that degree.

The Special Services and Admission office at the Community College of Aurora adheres to Section 504 and the philosophy of the Office of Resources for Students with Disabilities is: The Community College of Aurora is committed to provide equitable opportunities for all students.

Resources for Disabled Students provides numerous support services to students with disabilities. All services are provided on an individual basis by identifying a student's needs and then working with a student to meet those needs.

The Community College of Aurora recognizes that every person has specific and changing needs for support and assistance: physically, emotionally and socially. In recognition of this, the college has developed the Resources for Disabled Students office so that all students may have the opportunity to achieve their academic goals. Some of the services offered are:

Accessible Classrooms
Career and Academic Advising
Equipment Loan
General Advocacy
Sign Language
Interpreting for the Deaf
Job Placement
Notetaking
Referral to Community Resources
Schedule Planning
Study Skills Assistance
Textbook Recording
Tutoring

Services are free for students with a physical disability (including a temporary disability, e.g. broken leg), health conditions, learning differences or emotional problems requiring specialized support.

The Special Services department encourages you and your child to come in to discuss educational programming with an advisor prior to your child enrolling at the college. At that time you can ask the advisor about the support services available at the college and your child can decide if he/she will want to utilize those services. During that time the advisor will ask your child to discuss his/her disability. The reason for this is that as the student enters the college classroom he/she may want to ask the instructor to allow for modification of assignments, tests or the physical setup of the classroom. The Special Services staff will be of service to the student to help in implementing these modifications but feel that as the student progresses in college he/she will need to develop the skill of contacting the individual instructor as it will be necessary in the working world.

Entering college is an exciting time for a young adult and we in Special Services want this time to be successful for every student. The transition for a student with a disability from high school to college need not be overwhelming. Our office suggests that a student ask him/herself the following questions before coming to an advising session:

1. What is my present level of performance? How much time, in the high school setting, did I receive specialized support? What were the subject areas in which support was received? How did I generally take exams in high school? What were my strengths and weaknesses in high school?

2. What are my goals while attending college?

It is useful for all students to determine what they want to get out of their college experience. Goal setting also helps in determining what course of action should be implemented regarding the student's educational program. One thing to remember is that goal setting does not mean that a course of action is set in stone. Statistics prove that college students typically change their major at least twice in their college career. Part of the college experience for a student is to explore the various options. In exploring options a student can always find paths of which he/she was not aware of and make changes when necessary.

3. Do I want to utilize the support services offered?

Some students entering college from high school will be opposed to the idea of receiving support services. Being totally independent in the college setting is often a typical goal. We ask a student to think through the support he/she has received in high school and determine if they feel a need for support to continue. We strongly urge all students with disabilities to contact the Office for Resources for Disabled Students whether or not they plan to utilize the services. The college can not help if we do not know the student.

4. What do I want from the college social setting?

The educational environment is not the only aspect of college life. For many young adults the social aspects of college plays a mojor role in a satisfying college experinece. We urge students to become part of the college setting. The social aspect must also be balanced with the educational demands. We urge all students at the Community College of Aurora to carefully consider all factors when planning their schedule.

The advising sessions will be more productive if a student considers the above questions. Parents may also want to consider the above questions in considering what they want for their child. We highly suggest that you and your child sit down and discuss these questions before coming to the advising session, this helps in understanding the expectations of both parties and aids in the communciation process.

The utimate goal for a student is to have a successful college experience. We at the Community College of Aurora want to help facilitate this experience by offering assistance to a student in reaching his/her educational goals.

Student and parents may have specific questions regarding how the college can provide services that will accommodate a student's disability. Listed below are some of the questions we frequently have encountered in our office:

For students with mobility impairments

1. Is CCA accessible?

Community College of Aurora is completely accessible to students with mobility impairments. Students also have the opportunity to use accessible science and computer labs if they are enrolled in those specific courses. Parking is also available at the the main entrance of the building.

2. Will class scheduling create a time problem?

An advisor will work with a student to develop a schedule that will not create a time problem. This usually is very easy since all the day courses are offered at the central facility. In the event a student registers for a night course offered at one of the outreach sites, we will work with the site monitor of the location to make sure a student's needs are met.

3. What about those long registration lines?

We have a system in place for this called "priority registration" in which one of the advisors will do all the leg work involved in the registration process. All a student will have to do is meet with the advisor to select the courses in which he/she will want to enroll and then stop by the office at the designated time to pick up his/her schedule. We will also be glad to assist a student at the Business Office to pay the tuition.

4. What about test taking?

If a student needs specialized support in the area of test taking we will work with the student and his/her instructor to provide a alternative way to take examinations. This is usually done by allowing a student to take a test in our office with an advisor serving as a proctor. In the event the student will need a writer, our office will provide that.

Once your child decides to enroll at the Community College of Aurora we will provide a tour of the facilities prior to the start of the semester in which he/she enrolls.

For students with hearing impairments:

1. Will interpreting and notetaker services be available?

Yes, interpreters and notetakers will be provided to the student at no cost.

2. How do I make arrangements for these services?

The student will need to see the Coordinator for the Resources for Disabled Students at the Community College of Aurora. It is strongly recommended that a student give the Special Services Office at least two weeks notification prior to the start of the semester.

3. Is there a TTY/TDD available on campus? Can I call your office and have messages relayed to my instructors?

Yes, the TDD is located in the Special Services office and we will gladly relay messages to other people. If you also need to make a call while you are on campus the TDD is available for your use.

4. What about test taking?

We will gladly work with you and your instructors to make the necessary accommodations for examinations.

For a student with a learning disability:

1. If I am having trouble with my classes is there tutoring available?

Yes, tutoring is available, you'll need to discuss this with an advisor as soon as you realize that you need tutoring so that the service can be set up immediately.

2. I have a reading problem, can I get my tests, textbooks and other readings recorded?

Yes, we have readers on our staff that will provide this service to you. We also use the National Library of the Blind in Washington, D.C. and can order many of the recorded textbooks if we get notification of your courses before the beginning of each semester.

3. Can I get extended time for examinations?

Yes, we will help you discuss your needs with your instructor if your are uncomfortable in doing it alone. We have found that many instructors are very willing to accommodate your needs. If you need exteded time we can discuss having you take the test in our office with one of us serving as a test proctor.

4. What about math courses?

If you feel you need to strengthen your skills in mathematics we can suggest several courses that will help you do that. We also will provide tutors if you are having difficulties.

5. Will someone be available to help me with written work?

Yes, we have word processors abailable for student use and also will help students with proofing of written work.

For students with a visual impairment:

1. How do I access someone to tape my tests, books and handouts?

Come to the Special Service office and we will arrange to have someone tape your books, tests and handouts. It is advisable for you to come in prior to the beginning of the semester so that we can start recording for you immediately.

2. Is there any adaptive equipment available to students with visual impairments?

Yes, we will loan you tape recorders, talking calculators and Visualteks on a semester basis.

3. What about research in the library?

We will provide you with assistance in library research.

4. Will there be a problem with my guide dog?

No, you and your guide dog will have complete access to the college.

One other question that is frequently asked is one dealing with financial aid. The Community College of Aurora offers a wide variety of financial assistance to all students that qualify. There are the need based financial aid grants, loans, etc. as well as scholarships that are not based on financial need. Please contact the financial aid office for more detailed information.

Choosing a college is an important decision. We are glad that your child is considering the Community College of Aurora. We hope that this guide is offering you information that will help in making that decision. Whatever your child's final decision is we hope that he/she will have a successful college experience.

PROGRAM EVALUATION AND FOLLOW UP

PURPOSE

To evaluate the effectiveness of your services.

PROCESS

Evaluation of services by students

Follow up of students after completion of vocational programs.

Program evaluation by state

Supplemental Services reporting disk

TIPS

Use of advisory committee to help evaluate program effectiveness.

Use of teachers to help evaluate program effectiveness.

AIMS COMMUNITY COLLEGE

Supplemental Services Center

Faculty Evaluation of Program

Please check yes or no in the space provided and return to the Supplemental Services Center. Any comments or suggestions will be greatly appreciated.

	YES	NO
1. Were you made aware of Supplemental Services sufficiently early in the quarter?	____	____
2. Were you provided with enough information about Supplemental Services to understand and use its services?	____	____
3. Did you encourage your students who needed additional help to work with a tutor?	____	____
4. Were your students provided with assistance (tutoring, etc.) promptly enough?	____	____
5. Were the tutors competent and cooperative to work with?	____	____
6. Did you have enough contact with tutors who worked with your students?	____	____
7. Have you referred any person to Supplemental Services that you consider a competent tutor for the courses that you teach?	____	____
8. Did your student's achievement in class improve after receiving tutorial assistance?	____	____
9. Have you visited the Supplemental Services Center to preview the computer software that is available for supplemetal assistance?	____	____
10. Have the supervisor and coordinator been cooperative?	____	____

Comments and suggestions:

CHAPTER VII. ADVISORY COMMITTEES

ADVISORY CHECK LIST

The purpose of this chapter is to provide answers to the following questions. Answers will help you establish an effective advisory committee.

What is an advisory committee?

Who should serve on my committee?

What is the purpose of the committee?

How do I establish an effective advisory committee?

How do I organize the committee?

ADVISORY COMMITTEES FOR SUPPLEMENTAL SERVICES PROGRAMS

By Carole Custer, and
State Council of Vocational Education

I. FUNCTION. The success of a secondary or postsecondary supplemental services program for the handicapped and/or disadvantaged depends upon a close relationship among the school/college administration, supplemental services coordinator, vocational instructors, service agencies and employers of the students in the community.

The involvement of community members from both the public and private sectors with the program is vital for the program's success. One way of involving community members is to establish an advisory committee.

A program advisory committee provides advice and assistance to the Supplemental Services Coordinator and school/college administration. Program advisory committees should not be confused with local advisory councils, which provide advice and assistance to the administrators and governing boards concerning the overall school district or institution's vocational education offerings.

In compliance with the current federal legislation, all vocational education programs must have an advisory committee in order to receive federal funding. That federal legislation is the Carl D. Perkins Vocational Education Act (P.L. 98-524). Advisory committees are also required by Colorado State Board for Community College and Occupational Education policy.

A. CONSTITUTION AND BYLAWS. The program advisory committee functions in accord with written guidelines and/or operating procedures. These written guidelines, the constitution and bylaws, specify the responsibilities and rules for conducting the business of the committee, as well as the length of a member's term of office. The constitution and bylaws should be in harmony with administrative, school board, and local advisory council policies. A sample constitution and bylaws is included in Appendix E. Note that the sample constitution and bylaws follow the same procedures that are outlined in this chapter.

B. GENERAL RESPONSIBILITIES. One of the major purposes of an advisory committee is to aid in the planning of a sound course of occupational education which is related to the needs of the community. Although the advisory committee does not have program administrative functions, it is expected to make constructive recommendations for the improvement of the program. In addition, the committee can help carry out recommendations when requested to do so by the

Supplemental Services Coordinator or other school/college officials.

Advice and recommendations made by the advisory committee is given to the Supplemental Service Coordinator, to appropriate administrators, and, if appropriate, to specific vocational program advisory committees and/or overall vocational education advisory council. The committee may wish to make formal, written recommendations on issues. Formal recommendations, once voted on by a majority of the committee, should then be written, and forwarded to the appropriate people, in accordance with the chain of command. This means that the recommendation goes to the program coordinator first. Other individuals who should be apprised of the recommendations are the building administrator, superintendent, dean, and members of the local board of education (or other designated governing body).

C. SUGGESTED DUTIES. An advisory committee may serve the program in many ways. Listed below are suggested duties and activities that the advisory committee might undertake in order to support the supplemental services program.

Please note that these are only sample ideas and not all-inclusive. Individual committees have the opportunity to pick and choose or modify any of the ideas presented in order to meet specific local program need.

1. Aid in publicizing and promoting the program in the community.

   * Assist in preparing promotional brochures about the program.
   * Solicit endorsements for brochure.
   * Use media contacts to arrange for public service announcements, or print news items about program success.
   * Make or arrange for program informational presentations to civic organizations (i.e., Rotary, Elks, Lions Club).

2. Identify areas in which the services provided to students can be enhanced to facilitate success for handicapped and disadvantaged students attending the school/college.

   * Formally or informally survey students, employers, and school personnel to identify needs not currently being addressed.
   * Invite students/employers/school personnel to address concerns to the advisory committee, perhaps in a panel or open hearing.

- Assist the program staff in the prioritization of needs and the establishment of goals and objectives to meet the needs.
- Facilitate the acquisition of resources for the program (i.e, donations of new/used equipment such as computers, plaques for recognition, etc.).
- Investigate the issues and make recommendations for improving education, training and service delivery.
- Establish and assist in securing funding for a scholarship program for program participants.
- Recommend technical resource personnel (curriculum, speakers, etc.).

3. Help determine the services to be offered by the program, or by the school and/or community in support of the program.

   - Assist program staff in conducting needs assessments. Needs assessment ideas are discussed in #2 above.
   - Invite resource representatives (i.e., United Way, Mental Health, etc.) to advisory committee meetings for information sharing and networking.
   - Study the issues and make written recommendations for improving services to students.

4. Identify outside services and/or agencies that can provide support services to handicapped and disadvantaged students.

   - Have public/private agency advisory committee members explain the various services their agencies are able to provide.
   - Assist in the preparation of a Resource Directory.
   - Make suggestions to the local agency of the United Way for support service needs that are not currently being met.
   - Identify resources and make recommendations for improving service delivery from outside vendors.
   - Establish and assist in securing funding for auxiliary aids for disabled students enrolled in the program.

5. Review program objectives, policies and procedures. Make recommendations for improving service delivery.

   - Advise on the criteria for notifying and assessing students in need of services.
   - Advise on the criteria of recruitment, selection and evaluation of support staff (i.e., test technicians, tutors, notetakers, etc.).
   - Advise program coordinator/specialist on current

student service trends and issues as they relate to and affect the Supplemental Services Program.
- * Assist program coordinator/specialist in obtaining the most effective services to support the individual special needs of the students.
- * Assist the program in obtaining state-of-the-art supplementary instructional materials and equipment.
- * Assist program coordinator in refining procedures to more adequately meet the needs of the students, institution, and community.
- * Make formal, written recommendations for any changes in program objectives, content, and procedures.

6. Assist the program in maintaining compliance with related state or federal agencies statutes, rules and regulations or standards.

   - * On a yearly basis, review program policies and procedures.
   - * Assist with the annual evaluation of the program.

7. Maintain linkages with area policy makers to support vocational education initiatives that would benefit the program.

   - * Arrange a recognition meeting, or as the opportunity presents itself, inform your school/institution, municipal, county, and state policy makers about the good work that the Supplemental Services Program is doing for your community.
   - * Provide information and be a proactive advocate for the program.
   - * See that policy makers get copies of program promotional materials and articles about the program that appear in area print media.
   - * Invite policy makers to special program functions such as an employer award luncheon.

8. Assist the institution in obtaining services to facilitate the transition to employment for students completing vocational training programs.

   - * Formally or informally survey the community to determine what services are available to assist students in finding a job after they have completed training.
   - * Assist program in accessing information about jobs and employer expectations in the community.
   - * Assist in securing funding for specialized equipment that would enable severely disabled

vocational program completers the opportunity to compete for jobs.

- * Provide resources to facilitate specialized on-the-job training and cooperative education work experience opportunities for program participants.
- * As appropriate, assist students in attaining the most effective job-seeking and retention skills.

9. Encourage the institution to follow up and evaluate student outcomes after program completion.

- * Monitor institutional student follow-up data.
- * Analyze and evaluate the effectiveness and completeness of the student follow-up data.
- * Review student outcome data, and make recommendations for program improvement.

II. MEMBERSHIP. Membership representation on the committee will depend upon a variety of factors and will differ from program to program. In general, members of the advisory committee should include a community cross-section in terms of sex, race, age, occupation, socioeconomic status, geographic location, and other locally appropriate factors. Members should represent community-based organizations, service agencies, and students.

A. MEMBERSHIP REPRESENTATION. Membership on the committee should include representatives from each of the following groups:

Training Sponsors: Training sponsors may be representatives from Vocational Rehabilitation, Job Training Partnership Act (JTPA), Veterans Administration, and/or financial aid. It is suggested that at least one or two training sponsors be included on the committee. Their contribution is similar to that of the manager.

School/College Administration: A dean, principal or vocational director can help in interpreting the educational objectives and policies of the program. However, only one such individual should serve on the committee at a time, as an ex-officio member.

Faculty: Vocational instructors, counselors, job placement specialists, and special needs instructors can assist in providing the critical link to the instructional and other support services needed to promote student achievement. Supplemental services programs are unique in that they serve instructional faculty as well as students. It is suggested that there be at least two vocational instructors and one other faculty member serving on the committee. However, at no time should this group comprise a voting majority.

Community/Public: Persons in business or professions, could be managers or owners of business. These members can identify specific interpersonal skills needed for students to succeed on the job. These persons, who themselves are employees or managers of organizations, can provide additional perspective on the services and training received by students. The contribution of these members can be invaluable in providing information on training needs and employer expectations.

Students: Past and current students to represent prevailing concerns of individuals receiving training in the program.

Parents: Parents can identify jobs as well as provide a different perspective on the training received by students and needs of the program. Particularly helpful for secondary programs.

Local and State Agencies: This may be an individual(s) from Mental Health, Social Services, United Way, Partners, JTPA, Vocational Rehabilitation, or Employment Services any agency that come into contact with the program and the students.

B. CRITERIA FOR SELECTION. At least four criteria should be met when selecting persons to serve on a supplemental services advisory committee.

1. Experience. Members must have background in the area they represent. The individual should have the respect and confidence of his/her group.
2. Adequate Time. Members need to maintain contact with the supplemental services program. It will be necessary to devote some time to committee work, some of which will be at the local institution.
3. Community Interest. Members should have a strong sense of community responsibility, and have a genuine interest in facilitating the student's transition from school to a work environment.
4. Biographical Sketch. Each member will complete a biographical sketch that will be forwarded to the local institution's vocational administrator. A sample is provided in Appendix E.

C. SELECTION AND APPOINTMENT. The program advisory committee members are appointed by the appropriate administrator of the local educational agency. The recommendations will then be given to the educational administrator who will recommend appointments to the institution's vocational administrator. Recommendations can then be taken to the governing board for approval. Replacement members are appointed in the same way and fill the unexpired term. A sample appointment letter is included in Appendix E.

D. TERM OF MEMBERSHIP. Members should be appointed for a three-year term of office. One-third of the appointed terms should expire each year. This provides for new ideas and a sense of continuity. Members may be reappointed at the request of the administrator. It is recommended that a member not serve more than three continuous terms. The local vocational administrator or supplemental services coordinator should notify new and reappointed members by mail.

E. RESPONSIBILITIES OF COMMITTEE MEMBERS. A successful committee is one that accomplishes the annual goals and objectives that are set at the meetings and participates in advisory committee activities. The responsibilities of each committee member are:

1. Attend and participate in meetings on a regular basis.
2. Suggest agenda items and develop those items.
3. Help determine the goals, objectives, agendas, and committee meeting dates.
4. Become familiar with the educational system--its organization, governance, financing, and the role of the supplemental services program in the overall educational structure.
5. Be a contributing team member and be cognizant of the needs of the students and program.
6. Abstain when a conflict of interest exists, whether political or personal.
7. Take action (approval or disapproval) on committee activities.

III. ORGANIZATION

A. OFFICERS. Each committee should have a chairperson and a secretary selected from the group by its own members. These duties can be rotational if the committee so chooses. Meetings are to be called by the chairman, with the supplemental services coordinator, as an ex-officio member, serving to help the chair organize the meeting.

The duties of the officers are described below:

1. Chairperson. The duties of the chairperson include calling the meeting to order at the appropriate time, presiding throughout the meeting, and adjourning at the appointed time. The chairperson should make sure that meetings are conducted in a businesslike manner using parliamentary procedure and observing the order of business established by the agenda.

   The chairperson may appoint one or more members to represent the committee at certain functions or to perform certain tasks. He/she may appoint subcommittees to work on problems needing special study.

2. Secretary. The secretary keeps minutes of all meetings and is responsible for distributing the meeting notices and minutes promptly to the members, the local vocational administrator, and the governing board members.

B. MEETING STRUCTURE. Meetings should be held periodically, but not more often than necessary. Since advisory committee members volunteer their time to assist the supplemental services program, a clear-cut agenda with a specified purpose should be planned for every meeting. Unnecessary and/or poorly organized meetings are likely to result in a loss of interest and participation by committee members. Subcommittees may be used for involved tasks.

It is important that meetings start and end on time. No meeting should be longer than three hours. A written copy of the minutes of each meeting should be sent to all committee members. The school principal, college dean or president, or other appropriate person should also receive a copy, so that he/she is kept fully informed of the proceedings of all meetings and the activities of the committee.

C. PLANNING A MEETING. Each meeting should be well planned. The Supplemental Services Coordinator should support the chairperson in planning for each advisory committee meeting. A sample logistics check list is provided in Appendix E - Meeting.

General guidelines for a successful meeting include:

1. Notifying each member well in advance of the meeting

2. Planning the agenda with the Supplemental Services Coordinator and, if possible, mailing the agenda to each committee member prior to the meeting

3. Having needed materials ready for the meeting (i.e., handouts, etc.)

4. Creating a relaxed, friendly atmosphere, valuing the contributions made by committee members

5. Allowing ample time for discussion and thought before calling for important decisions. If possible present issues under new business, and vote on the issue at the following meeting.

6. Bringing issues to closure. Close the meeting with a summary of decisions made and an understanding of what is to be done before and/or at the next meeting.

7. Discussing plans agreed upon with the school superintendent, vocational director, or principal and deciding upon the next step.

8. Following up with members on any agenda items or issues that need to be clarified or resolved.

9. Sending out minutes in a timely manner prior to the next meeting. A sample outline is included in Appendix E. Be sure to include a copy of the next meeting agenda and any materials that need to be read in preparation for the next meeting.

D. APPRECIATION OF MEMBERS. A local institution should always give credit and recognition to members of an advisory committee for their valuable assistance to the supplemental services program. Some of the ways to show appreciation are:

1. Include names of members in the school/college and local publications, brochures, releases to magazines, journals and newspapers.

2. Use member's names and their comments in minutes of meetings.

3. Publicly recognize the service of advisory committee members at school/college functions, advisory council meeting, state board meeting and/or at award functions.

4. Invite committee members to visit the school/college and program to see the results of their recommendations and input.

5. Have the students prepare a special meal or function to honor the committee members.

6. Present certificates of service, plaques, and/or special awards.

7. Send a letter of appreciation to committee members and their supervisors.

IV. EVALUATION. An effective advisory committee can be an invaluable asset to a supplemental services program. One way to insure that the advisory committee functions in a productive manner is to frequently solicit feedback from the committee. The Supplemental Service Coordinator can have the committee evaluate each meeting by completing a meeting evaluation form. A sample of an evaluation instrument is provided in Appendix E.

References for advisory committee members include:

A Handbook for Voc. Ed. Advisory Committee Members: Advise for Action published by the Colorado State Council on Vocational Education
3645 West 112th Avenue
Westminster, CO 80030

Guidelines for Establishing and Conducting Program Advisory Committees published by Front Range Community College
3645 West 112th Avenue
Westminster, CO 80030

APPENDIX E. - ADVISORY COMMITTEES

Contents:

Sample Constitution
Sample Letter - Membership Appointment
Logistics Check list - Meeting
Sample Agenda
Sample Minutes
Meeting Evaluation
Appreciation of Members - Certificate Samples

ADVISORY COMMITTEES
for Supplemental Services Programs

APPENDIX - SAMPLE CONSTITUTION

CONSTITUTION

(SCHOOL DISTRICT OR INSTITUTION)

ARTICLE I - NAME AND PURPOSE

This Committee shall be known as the (name of school district/institution) Advisory Committee for (name of program).

The Advisory Committee shall provide leadership in and promote the development of the supplemental services program as it relates to and meets the needs of the students, community, and the public. The Committee shall advise the coordinator / teacher in the work experience program and the administration on matters related to the program area.

ARTICLE II - MEMBERSHIP

Number of Voting Members. There should be no less than voting five members representing a cross-section of management, training sponsors, faculty members, member of the public, students, employment services, and local or state agencies, plus an ex officio member(s).

Ex Officio Members shall include appropriate building administrator and/or program coordinator.

Appointments and Terms. The program advisory committee members are appointed by the governing board or by an appropriate administrator of the local educational agency. Each group to be represented on the committee should recommend one or more persons to represent their area. The recommendations will then be given to the educational administrator who will recommend appointments to the institution's vocational administrator. Recommendations can then be taken to the governing board for approval.

Each appointment of an advisory committee member shall begin on July 1st and be for a three year term, except when the appointment is to fill an unexpired term. At least two-thirds of the members shall be retained each year with one-third of the membership being appointed each ear. An out-going member may be reappointed at the request of the administrative authority.

An individual will automatically loose membership on the Committee if he/she fails to attend three consecutive meetings without notification to the chairperson of committee, of a valid reason for his/her absence.

ADVISORY COMMITTEES
for Supplemental Services Programs

BY LAWS

SECTION A - OFFICERS AND THEIR DUTIES

The officers shall be: a chairperson and a secretary. The officers shall be elected annually by a majority vote of the Committee members at the last meeting during the school year. Officers may be re-elected to the same office.

The Chairperson shall be elected from among those members who have served at least one year. The Chairperson's duties shall be:
-- To preside at the meetings of the Committee.
-- To serve as a chairperson of the Advisory Committee.
-- To appoint special committees as the need arises which may include persons other than Committee members.
-- To meet with the coordinator / teacher prior to a forthcoming meeting to prepare an agenda.

The Secretary shall be elected from the membership of the committee. The Secretaries duties shall be:
-- To keep the minutes of all meetings.
-- To be responsible for getting the meeting notices and minutes distributed promptly to the members, the local vocational administrator, and the governing board members.
-- Maintain a permanent record of Advisory Committee activities.

He/she will have the assistance of the school's staff and the use of school facilities in performing the duties of the office.

SECTION B- MEETINGS

At least two formal meetings of the Committee shall be held during the school year. Written notice of each regular meeting will be sent to members at least one week in advance of the meeting. Notice of the meeting will be posted in the school/institution. Special meetings of the Committee may be called as needed throughout the year.

SECTION C - RECOMMENDATIONS AND REPORTS

Any formal resolutions or recommendations from the Committee shall be in written form. They shall include the number of Committee members present and voting, and the number favoring the resolution or recommendation.

All resolutions and recommendations shall be presented to the program coordinator or division chairperson, who shall then present them to the administration, who will present them to the governing board if necessary.

SECTION D - EVALUATING COMMITTEE EFFECTIVENESS

The Advisory Committee will evaluate its effectiveness annually by reviewing the evaluations that were completed at the end of each meeting during that year. Goals and objectives will be formulated at the first regular meeting of the school year, based upon the implications from the spring evaluation.

SECTION E - BY LAWS CHANGES

These by laws may be amended or added to by a two-thirds vote of active members at a regular or special meeting if 10 days written notice has been given to each member.

APPENDIX - MEMBERSHIP

Sample appointment letter (on school/institution stationery)

Mr. Bill Smith
Lark's Construction Company
3814 Place Drive
Your Town, CO 80000

Dear Mr. Smith;

It is with great pleasure and appreciation that the (school/institution governing board or administrator) welcomes you as a member of the Work Experience Program Advisory Committee. Your appointment for a three-year term was approved at the (month) Board meeting.

Your knowledge and expertise in ______________ and interest in vocational education qualifies you as a significantly valuable member of the committee. We trust you will find this a valuable and rewarding experience.

We appreciate your willingness to serve our school, and look forward to your worthwhile input.

Sincerely,

(Appropriate local administrator or governing board chairperson)

cc: (work experience coordinator/teacher)
(immediate supervisor if this is an employee of an organization)

ADVISORY COMMITTEES
for Supplemental Services Programs

APPENDIX - MEMBERSHIP

Date____________________________

____
(Name of school/college)

BIOGRAPHICAL SKETCH
OF
COMMITTEE MEMBERS

Name__________________________________ (last) (First) (MI)

Home Address______________________________ (Street)

______________________________ (City) (State) (Zip)

Title__________________________________

Home Phone____________________________

Work Phone__________________________

Employer/ Company Name____

Work Address____ (Street) (City) (State) (Zip Code)

Which address do you prefer that we use for Advisory Committee business?

_____Home _____Business

Briefly describe your present duties and work experience:

Briefly describe your training and educational background:

List other civic or social organizations in which you are active:

APPENDIX - MEETINGS

MEETING LOGISTICS CHECKLIST

_____Confirm room reservation.

_____Guest speakers confirmed.

_____Refreshments ordered and set up.

_____Nametags and/or Name Placards.

_____Each Committee Member place set up (pencil/pen, blank writing paper, agenda, copy of previous meeting minutes and handouts).

_____Marking pen.

_____Sign in sheet.

_____Handouts to be distributed in the meeting.

_____Extra agendas for guests.

_____Advisory Committee Handbooks.

_____Membership list with addresses and phone numbers.

_____Guests acknowledged at start of meeting.

ADVISORY COMMITTEES
for Supplemental Services Programs

APPENDIX - MEETINGS

SAMPLE AGENDA

Name of School and Program

Monday, April 25, 19XX
Physical Location of the Meeting Place
Street Address
City, State, Zip Code

Time of Day	I. Call to order	Mr. NNNN, Chair
1:05 p.m.	II. Introduction of Members and Guests Present	Ms. ZZZZZZ, Coordinator
1:15 p.m.	III. Approval of minutes	
1:25 p.m.	IV. Adoption of agenda	Mr. NNNN, Chair
1:30 p.m.	V. Old Business	
1:45 p.m.	VI. Reports	
	A.	
	B.	
2:15 p.m.	VII. Plan of Action	
2:30 p.m.	VIII. New Business	
2:45 p.m.	IX. Plans for next meeting	
2:55 p.m.	X. Good of the Order	
3:00 p.m.	XI. Adjournment	

Agenda Items can be color coded. One color for action Items, another for minutes, another for informational items, etc. The roman numeral can also be put on the top of the first page of each item so that they can be easily identified as they come up on the agenda.

APPENDIX - MEETINGS

SAMPLE MINUTES

MINUTES OF
Name of School and Program

Minutes of the meeting held on Monday, April 25, 19XX, at (Physical Location of the Meeting Place, Street Address, City, State, Zip Code).

Members Present:

Members Absent:

Guests Present:

Meeting Objectives or Agenda:

Reports:

Decisions Made:

New Business:

Future meeting time, date, and location.

Signature of recording secretary

Signature of Chairperson

Date signed

APPENDIX -MEETINGS

MEETING EVALUATION

Date_____________________

This guide is intended to help us rate our meeting today. This sheet will help insure that we meet the needs of our supplemental services program. Please use the following scale to rate the way you feel about how the meeting went today.

F = totally unsatisfactory
D = below expectation
C = at expectation
B = above expectation
A = excellent

PLEASE Circle your response.

1. I clearly understood the agenda, and knew what we were trying to accomplish..............................F D C B A
2. The meeting was well planned and organized...........F D C B A
3. This was a productive meeting.........................F D C B A
4. This meeting was important............................F D C B A
5. I understand my role on this committee................F D C B A
6. Members had the opportunity to express opinions.......F D C B A
7. Member opinions were understood and accepted..........F D C B A
8. The committee functioned as a group...................F D C B A
9. I feel satisfied with the activities ....F D C B A
10. We accomplished what we needed to ....F D C B A
11. I believe my time and effort was well spent..........F D C B A
12. The conclusions reached will improve serves to the students and the school..........................F D C B A

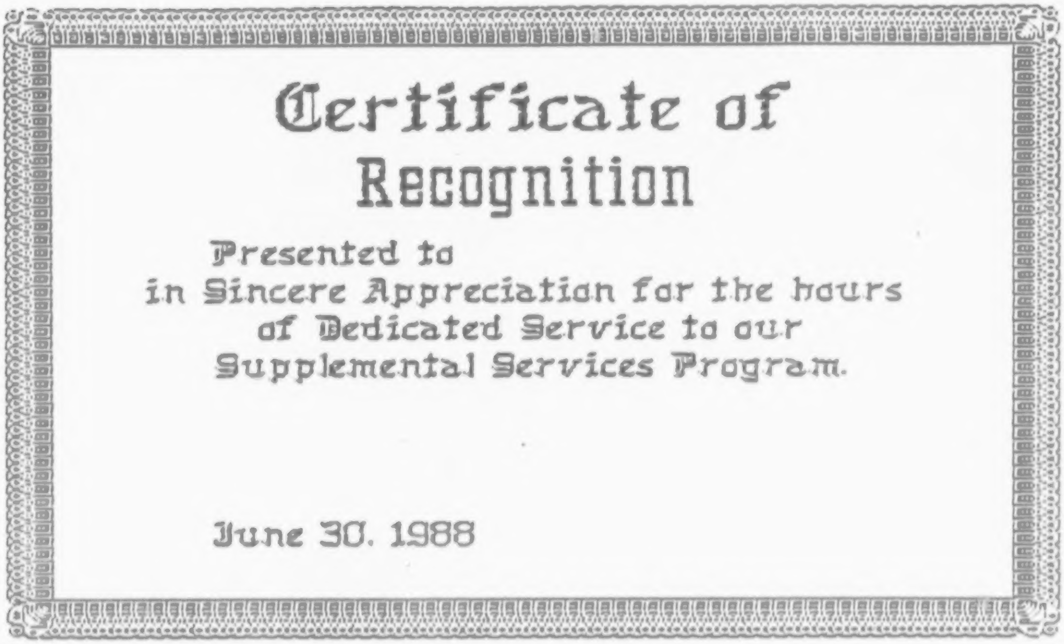
Any additional comments are encouraged, and appreciated.

THANKS. PLEASE LEAVE THE COMPLETED EVALUATION ON THE TABLE WHEN YOU LEAVE.

ADVISORY COMMITTEES
for Supplemental Services Programs

APPENDIX - APPRECIATION OF MEMBERS

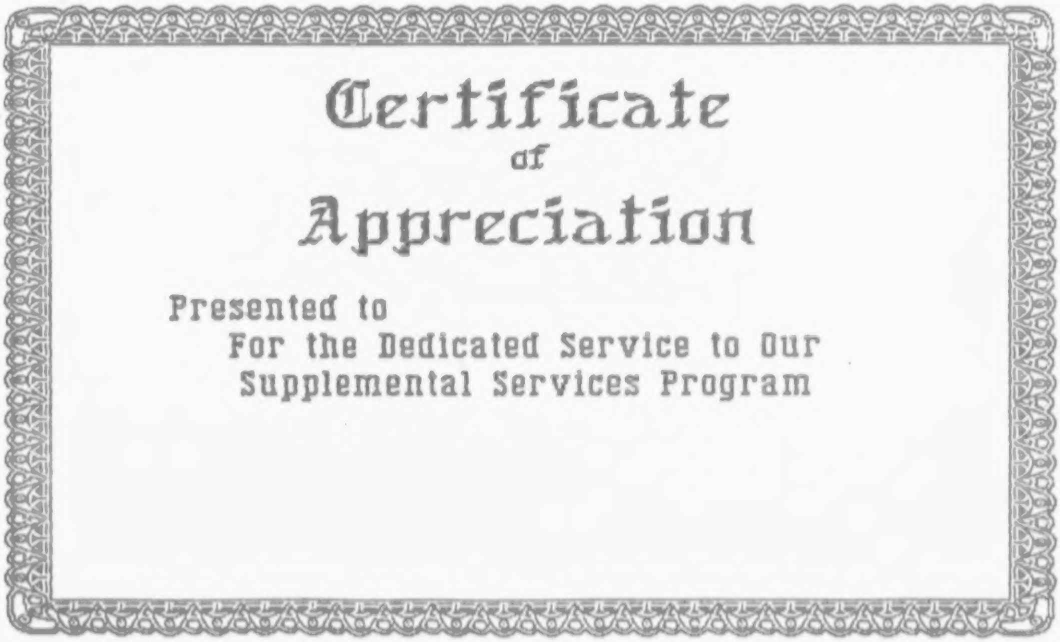
CERTIFICATE SAMPLES



Certificate of
Recognition

Presented to
in Sincere Appreciation for the hours
of Dedicated Service to our
Supplemental Services Program.

June 30. 1988



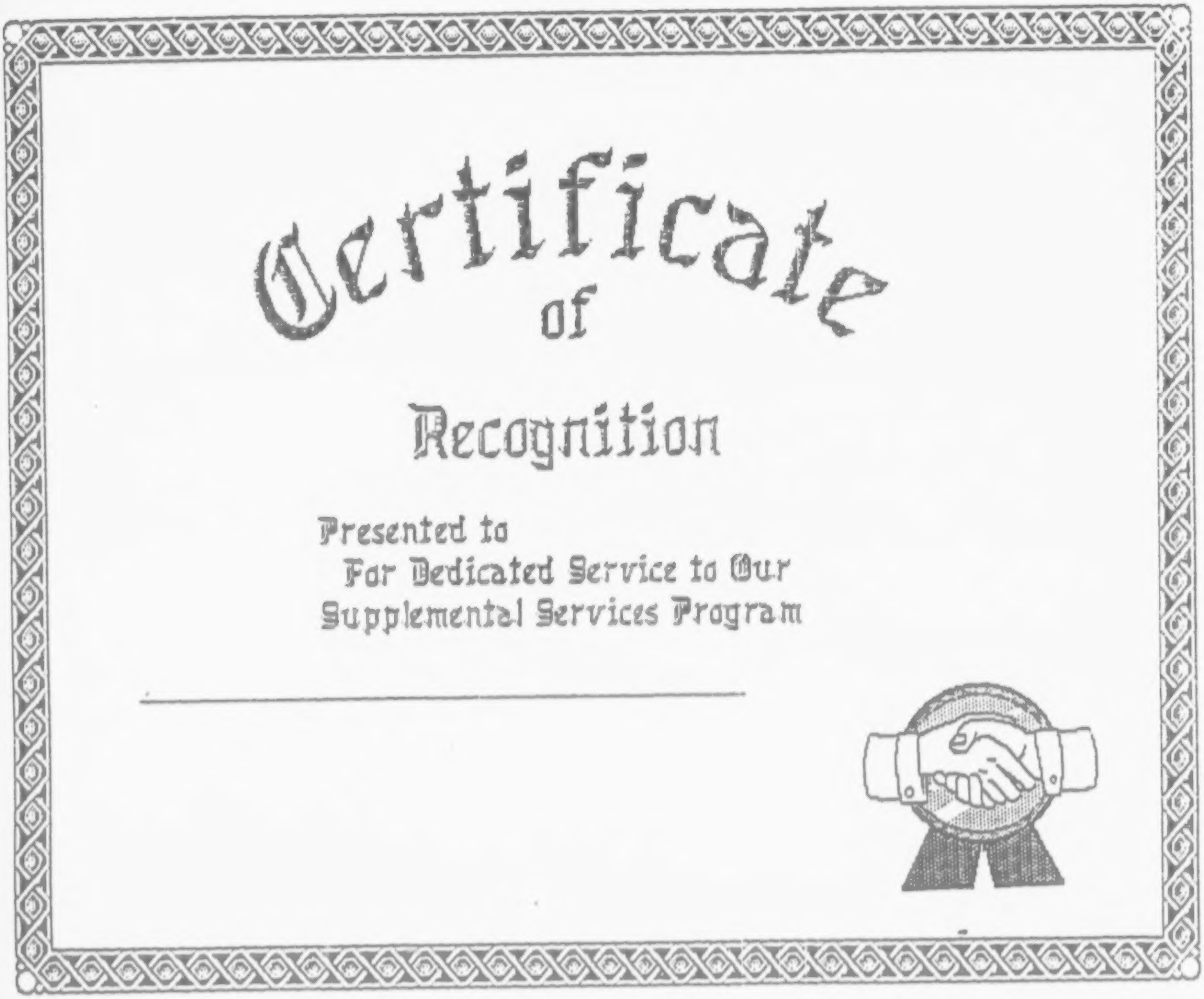
Certificate
of
Appreciation

Presented to
For the Dedicated Service to Our
Supplemental Services Program

ADVISORY COMMITTEES
for Supplemental Services Programs

APPENDIX - APPRECIATION OF MEMBERS

CERTIFICATE SAMPLES



Certificate of Recognition

Presented to
For Dedicated Service to Our
Supplemental Services Program

PUBLIC RELATIONS CHECK LIST

The following information is provided in this chapter.

1. Type of information to provide regarding vocational opportunities.

2. Methods for publicizing your program to parents and students.

3. Methods for publicizing vocational programs within your school or college.

4. Methods for publicizing vocational programs in your community.

5. Steps for publicizing your program.

6. Timeline for conducting publicity campaigns.

The Carl Perkins Vocational Education Act of 1984 (P.L. 98-524) requires that special needs students and their parents be informed of vocational education opportunities in their district before the students reach the ninth grade (Section 204). While the focus of the law is clearly on special needs populations, it is impractical and inappropriate to inform only special needs students. Therefore, schools and districts promote their vocational programs to all students and their families.

Information about vocational programs should be provided to the following three groups:

1. All students and families within the district
2. Regular academic teachers, special education teachers, vocational teachers, and the administration
3. Community at large, particularly employers, Vocational Rehabilitation, JTPA, and other service agencies.

Many supplemental services programs are new. Vocational teachers often are not aware of the program or have concerns that using the services will indicate that they are not good teachers. Therefore, whatever strategies are used to inform parents and students about the vocational opportunities in the district/community college should include information about the available vocational special needs programs and support services.

All students and their parents should receive, at a minimum, the following information (Albright, 1986, Albright & Cobb, 1987; Sarkees, 1986.):

1. A brief description of specific vocational programs available at the local level (secondary and post-secondary)
2. Eligibility criteria for specific programs
3. Admissions procedures for specific programs
4. Basic skills, knowledge and employability skills that employers expect from entry level workers and a description of how they are a part of vocational education curricula
5. Possible job opportunities available at completion of the total vocational program or portions of it (multiple exit points)
6. The approximate amount of time the student will need to be enrolled in a vocational education program
7. Examples of methods used by vocational teachers to teach entry level or transferable skills to students; e.g., cooperative education, supervised occupational experiences, simulated work experiences, participation in vocational student organization activities
8. Special support services available to disadvantaged and/or handicapped students enrolled in vocational programs
9. The name, address and phone number of a local contact person.

This information should be provided in English and other languages dominant in the community (Johnson, Lehmann & McAlonan, 1986.) It is sometimes helpful to use an expert in the foreign language to help provide information. A typical procedure for disseminating this information is the development of brochures. It is recommended, however, that a variety of strategies and activities be utilized. The use of a combination of these activities ensures that students will be recruited into programs, that teachers will learn about vocational programs available, that employers will be aware of programs and training site opportunities, and that vocational programs are accessible to all individuals. See Appendix F for sample forms and brochures.

Sarkees (1986) has developed an extensive list of potential activities for promoting the vocational program. These activities are listed below by the population which the activity most effectively targets. Prior to implementing any activities it is recommended that the school/college be surveyed to determine what current methods are being used to communicate information. Using an existing mechanism makes your job easier and gives you an opportunity to determine how best to extend your public relations program.

I. Providing information to parents and students regarding the vocational opportunities within your school/college.

ACTIVITY	DESCRIPTION
Brochures, Flyers and Leaflets	Brochures, flyers and leaflets describing the vocational programs available in the local district.

Information should include:

a. Basic program information
b. Eligibility requirements
c. Admission policy
d. Job opportunities
e. Contact information (name, address, phone)
f. School policy statement on nondiscrimination.

Parent Letter

A letter can be sent to the parent/guardian of every identified handicapped student. The letter should contain, at a minimum:

a. Description of vocational education, available local programs, and possible job opportunities
b. Admissions requirements
c. Name, address and phone number of contact person
d. Nondiscrimination statement.

If there are limited English-proficient populations in the community, the letter should be written in the language spoken in the home. Many districts are sending parent letters to every eighth grade student. Some districts are asking the parent/guardian to sign the letter and return it to the school.

Vocational class tours

Have experienced vocational students design tours of their vocational area. These tours should be provided to eighth graders, parents, community members and other faculty within your school. Remind students to include supplemental services as part of the vocational class.

Telephone Calls to Parents

Special education teachers or counselors can make personal phone calls to the parents or guardians of identified disadvantaged students in the eighth grade to discuss the option of vocational education. Specific information should be provided at this time. An invitation can be made for parents to visit the school, teachers, and vocational programs. Interpreters should be available to furnish information for limited English-proficient parents.

Presentations by Vocational Teachers

Vocational teachers can visit middle school classes individually or in small teams. They can provide students with information about program opportunities, support services, vocational student organization opportunities, potential employment possibilities, courses to take at the secondary level, and postsecondary options. Brochures, leaflets, pamphlets or other information can be passed out for students to take home. Vocational student organization members can accompany the vocational teachers to provide another perspective.

"Sidewalk Cafes"

This activity is usually conducted after school hours (evenings, weekends) and involves small gatherings that meet informally "over coffee" to discuss information about vocational education opportunities. This could occur at a student's home with several neighbors, at a Neighborhood Center, or after a community meeting. Vocational teachers, counselors, special education coordinators and vocational student organization members can all volunteer to take part in this activity. Brochures could be distributed, including a contact name and number for further information.

Student Assembly

An assembly can be arranged to include all eighth grade students. Information about local vocational programs can be presented. Vocational teachers and employers can be instrumental in providing specific information on program opportunities, sequence of courses for graduation, skills to be developed in the program, vocational student organization activities, and employment opportunities. Brochures, leaflets, student handbooks, memos or letters can be sent home to parents/guardians after the assembly. Parents can also be invited to participate at the assembly.

Counselor Meeting

Many eighth grade students have individual conferences with the counselor and the parent/guardian. During these sessions, the direction the student will take in high school and beyond is usually discussed and mapped out. Results of exploratory experiences in vocation programs, interest inventories and other related information should be presented during the conference. Parents could be invited to visit prospective programs and teachers at this time. Brochures, slide presentations and video "spots" can be used to provide further information after the conference. Counselors can also introduce parents to support personnel who can describe services that are available to the students.

Exploratory Experiences

Students at the middle school/high school level can become involved in exploratory experiences in existing vocational programs. After participating in a number of programs, student responses and preferences can be recorded. A copy of this information, along with a list of programs in which the student registers a strong interest, can be sent home to the parent/guardian with program descriptions and admission criteria. Another copy should be put in the student file in the guidance office for use in the student/parent conference to plan

	the student's high school program. Larimer Vocational Technical School has such a program in place.
Individualized Education Plans	All special education students at the secondary level have an individualized education plan (I.G.P.) reviewed annually (P.L. 94-142). This process is an ideal avenue for communicating vocational options to handicapped students and their parents because they are involved in the I.E.P. process. Career information should be presented to families throughout the eighth grade year so that a career or vocational goal can be developed for the student entering the ninth grade. (Albright & Cobb, 1987.)
"Ambassadors"	Community colleges can provide information about their programs to students from high schools and area vocational technical schools by sending community college students trained in recruitment to vocational programs. The "ambassadors" communicate with students individually, as "buddies."

II. Providing information about vocational programs and opportunities for special needs students within your school/college.

ACTIVITY	DESCRIPTION
Open house	This can be either school-wide or limited to the vocational programs available in the district/ college. Notification should be made to all parents/students using the language spoken in the home, inviting them to attend the open house. At this time, program information can be shared and actual demonstrations can be conducted to show related skills taught in the program. Employers and advisory committee members can also be a part of this event. Support personnel can be present

	to describe the services available to help students succeed in the program.
Faculty Meetings	Ask that staff meetings be scheduled in vocational rooms such as the home economics room or learning resources center so that school staff become more familiar with these programs. A fact sheet on supplemental services should be distributed to each faculty member at the beginning of each semester.
Design classes for teachers	Survey all the teachers in your school to determine if they would like to take computer literacy classes, in-service workshops, or classes which can be taught by vocational teachers. Ask your vocational director to help you initiate this activity. Presentations about support services and skills needed to work with special needs students are helpful. These opportunities should also be available to part-time faculty.
Newsletter	A school newsletter can be produced periodically throughout the year to provide updated information on the activities being conducted in each vocational program (e.g., program highlights, vocational student organization activities/events, contact for specific program information).
Career Day	This activity can be set up in a gymnasium, auditorium or in each individual vocational classroom laboratory. Employers and advisory committee members can be available to talk about employment opportunities in the community. Vocational teachers talk to students and parents about program activities, multiple exit points, and entry level competencies that students can be prepared for in the vocational program. If the Career Day activity is based in

	the vocational classroom/laboratory, teachers and students can demonstrate procedures that represent the program. Programs available for further development of skills at the postsecondary level should be introduced.
College Credit	Work with school administration to contact local universities and ask for classes to be offered at your school. Try to design a class so that school administration, local human service providers, parents, vocational teachers, special educators and vocational special needs educators can all benefit from the course. Many teachers need university credit to maintain their credentials or certification. It is recommended that at least part of the course focus be on serving special needs students in vocational settings. This would afford educators who have had no previous experience with handicapped and disadvantaged students an opportunity to gain some awareness skills.
Informal Communication with Vocational Teachers	Greeting and maintaining personal rapport with each vocational teacher is critical. Because supplemental services is a support program for every vocational class, all teachers should be aware of the services provided. Take time to visit teachers or invite them to your program. Getting to know the faculty and maintaining cooperative relationships is critical for a successful program.

III. Promoting Vocational Education to the Community at Large

ACTIVITY	DESCRIPTION
Newspaper Releases	News releases and articles can be used to describe vocational program opportunities to parents/students in the community. Specific information can be provided about program

	descriptions, eligibility requirements, admission criteria and procedures, and should include the name and number of a local contact. In addition, information can be included about the progress of vocational student organizations on school and community projects, news from program graduates, recognition of specific student achievements or awards, results of fund-raising drives, and new courses or program authorizations.
TV and Radio Spots	Spot announcements and news items can be developed for use on local radio and television stations. Information could focus on the goals of vocational programs, admission requirements, local programs available (secondary and postsecondary), employment opportunities, local contact name, address and phone number. These segments can be done in the native languages spoken in the community. In addition to short "spots", panel discussions, debates, demonstrations, guest appearances and interviews can be prepared. A nondiscrimination statement should be included in every presentation.
Displays at Places of Public Gatherings	Displays at malls, community centers, fairs,cultural events, church events, etc., can provide information to community members about vocational education opportunities on the secondary and postsecondary levels. This information should be printed in the languages spoken in the community.
Presentations to Community Groups	Vocational teachers, special education teachers, support service personnel, or vocational student organization members can share information about vocational program opportunities with local community groups. The Chamber of Commerce is an excellent resource for identifying civic groups. A

Chamber meeting is a good place to talk about your program. Slide, tape, and video presentations can be incorporated into these activities. General questions can be addressed. Brochures, pamphlets and leaflets can be distributed. A presentation to a community group also acts as a recruiting tool in working with outside agencies and groups.

Student Handbook

A student handbook, providing information about options available at the secondary level, is usually made available to every eighth grader. One section of the handbook should describe vocational education as an option for students at the secondary level. This section should include a description of what vocational education is and a brief narrative for each program available the local level, including courses to be taken in high school, admissions procedures, eligibility criteria, and possible employment opportunities. Supplemental Services should also be cited in all major college informational literature; i.e., college catalog, class schedule, newsletters.

Video Presentation

Video "spots" about vocational education opportunities can be developed for use on local television stations. These short segments can present information on the goals of vocational education, local secondary programs, community college programs, employment opportunities available in the community, postsecondary opportunities, a local contact person and phone number. These spots can be produced in the languages spoken in the community in order to meet the needs of limited English proficient populations. They can also be used during student

	orientation and for local community groups and PTA meetings.
Advisory committee	Members of your advisory committee represent the local community, particularly local employers and human service agencies. Ask them how to recruit students and promote all of the vocational programs. Ask your advisory committee to participate in some of these promotional activities.
Certificates and letters of appreciation	Send thank-you notes and/or letters of appreciation to all employers, parents, students and human service providers who have participated in your program. See Appendix F for sample copies of letters and certificates.

(Information adapted from Michelle Sarkees in Albright and Cobb, CBVA Module 2, 1987 "Communicating Vocational Education Program Opportunities to Handicapped Students and Parents.")

SUMMARY

There are many activities you can conduct in order to publicize your Supplement Service programs. Some steps to follow are described below:

1. Survey your school to determine what current publicity activities are occurring. Identify voids in the process.
2. Determine how you can best participate in the current activities.
3. Identify audiences which need information about your program (i.e., parents, employers, administrators, students, teachers) (Perrish and Kolb).
4. Describe information needed by each group.
5. Develop a plan for implementing 1 year, 3 year, and 5 year recruitment and publicity programs.
6. Present your ideas to the school administration and ask for their approval and suggestions.
7. Identify other persons who would most benefit from the program and who might be interested in working with you on a publicity program.
8. Remember that all of your efforts will be rewarded by the interest generated in your program and by the community's recognition of the value of vocational education.

PUBLICITY CHART -- TIMELINES

Media of Publicity	Before School Opening	At School Opening	Each Semester	Once During Year	At End of School
Newspaper Articles	X	X	X		X
TV ads and Radio spots					X
Talks to civic, patriotic business clubs			X		
Faculty meetings			X		
School assembly program				X	
School exhibits and posters	x	x	x		x
Letters and brochures to students and parents	X				X
Employer-employee banquet				X	
Letters of appreciation to employers and parents					X
Open House/Career Day		X			
Newsletters			X		
Individualized education plans/counselor meetings				X	
Preservice & inservice for teachers				X	
Parent contacts/employer contacts			X		
Vocational class tours/ exploratory experiences		X			
Ambassadors from the community college		X	X		
Displays			X		
New advisory committee members	X				

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Albright, L., and Cobb,. (1987). Communicating vocational education options to handicapped students and their parents. *Curriculum-Based Vocational Assessment Module 2*.

Johnson, C.M., Lehmann, J.P. and McAlonan, S.J. (1986). Of gates and gatekeepers. *Awareness 14*, 29-34.

Sarkees, M.D. and Scott, J.L. (1985). *Vocational Special Needs* (2nd Ed). New York: American Technical Publishers.

APPENDIX F

Contents:

Learning Resource Center

How Can Supplemental Services Help

Brochures

Photo Release Agreement

Denver Public Schools

FRED N. THOMAS CAREER EDUCATION CENTER

LEARNING RESOURCE CENTER

The Fred N. Thomas Career Education Center offers diverse, unique specialty courses to any tenth, eleventh and twelfth grade students who reside in the city of Denver. Because our students come to us from very diverse backgrounds with many different learning needs, it is often necessary to provide specialized support services so that the students will succeed in our courses.

The primary purpose of the Learning Resource Center (LRC) is to meet specialized learning needs of any and all students who may need supplemental services. These needs are met through planned and coordinated programs designed cooperatively by the resource specialists from the LRC and CEC instructors.

In addition, the Learning Resource Center assists the teaching staff with student career planning, audio visual support and resource materials. The LRC is also used for other unique small group activities.

The LRC provides a wide array of activities to serve as support to the regular instructional programs. These include:

1. Providing one-on-one prescriptive tutorial assistance.
2. Providing interpreter-tutorial assistance to the hearing handicapped.
3. Administering math and reading assessments to determine appropriate instructional levels.
4. Working cooperatively with core teachers to provide direct instructional support (special projects)
5. Writing behavioral/instructional contracts between students, CEC instructors, and home schools.
6. Assisting students with hands-on activities in the classroom under teacher supervision and direction.
7. Assisting in determination of variable credit for special needs students.
8. Providing oral examinations for students who need them.
9. Assisting students with test-taking, organizational and basic study skills.
10. Providing career planning programs designed to meet the specialized needs of classes and individual students.
11. Interviewing students from feeder schools to ensure appropriate placement.
12. Providing emotional assistance to several ED special education students who need additional support.
13. Informing feeder schools of students with attendance problems.
14. Working cooperatively with feeder school counselors and teachers.
15. Providing background information to instructors/staff on incoming special needs students.

16. Administering vocational assessments and interests surveys to any student.

17. Creating brochures to distribute to incoming students to inform them of the services available.

18. Publishing and distributing both "in-house" and "city-wide" newsletters, with articles submitted from students and teachers.

19. Conducting resume workshops for any and all students at CEC who wish to be involved.

20. Conducting interviewing workshops for interested students.

21. Conducting workshops for example: How to use a ruler, figuring taxes, figuring percents, figuring discounts etc.

22. Developing a video workshop on " Overcoming Fear of Public Speaking".

23. Providing CAI instructional support to all CEC classes.

24. Providing the opportunity to increase computer literacy for students and teachers.

25. Developing and maintaining an up-to-date audio-visual center to meet the instructional needs of teachers and students.

26. Video taping many activities and lessons in the vocational and core areas which are cataloged and maintained for future reinforcement and reference.

27. Developing a video self-image enhancement workshop.

28. Recording lectures, textbooks and other materials.

29. Maintaining, servicing and booking all audio-visual equipment.

30. Ordering and distributing all periodicals.

31. Providing a quiet, supported study area for vocational and core students.

32. Providing "mid-session" options for full-time students, such as study area, leisure-time activities, etc.

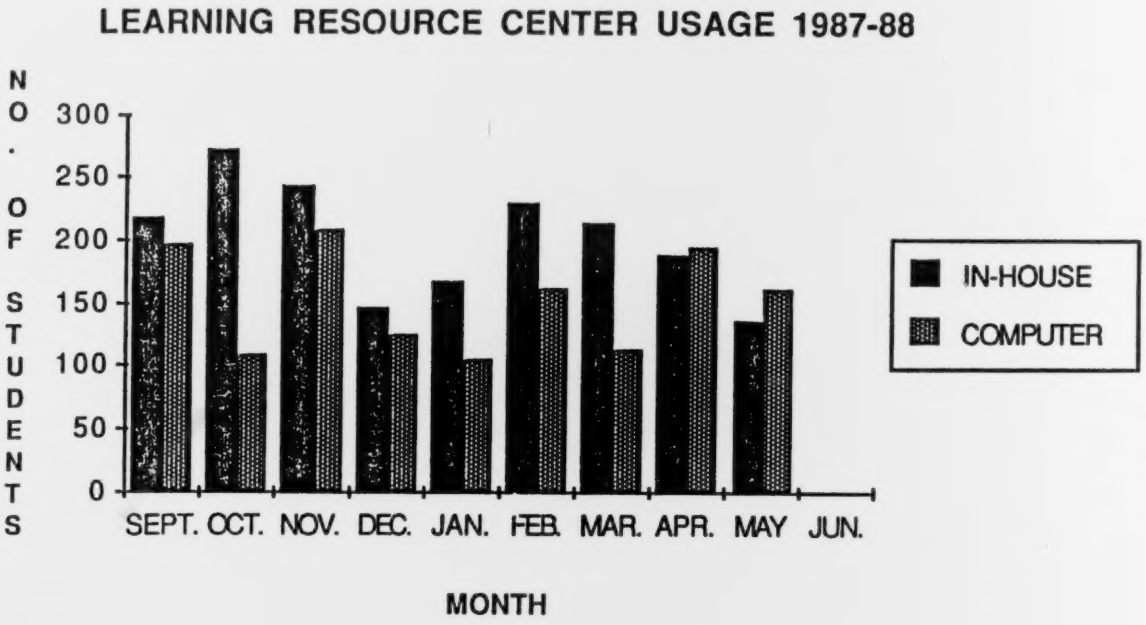
33. Providing a curriculum modification project designed to instruct CEC personnel how to modify instructional modules to better meet the needs of special needs students. This project is being coordinated with the University of Northern Colorado (UNC).

34. Participating with UNC to provide a resource for graduate and undergraduate students to observe a non-traditional educational setting.

35. Investigating new and innovative instructional materials for use by all CEC instructional staff.

LEARNING RESOURCE CENTER USAGE 1987-88

	A	B	C	D	E	F	G	H	I	J	K	L
1	Learning Resource Center Contact List											
2												
3		SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUN.	TOTALS
4	IN-HOUSE	219	274	243	146	167	230	215	190	136		1820
5	COMPUTER	197	109	208	125	106	162	114	196	162		1379
6	TOTALS	416	383	451	271	273	392	329	386	298	0	3199
7												
8	TOTAL WORKSHOPS	53										



AS OF MAY 17, 1988

VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT

MEMORANDUM

TO: Vocational Staff

FROM: Ron Glandt, Supplemental Services Specialist

TOPIC: How Can Supplemental Services Help

DATE: March 12, 1987

1. Tutoring students on a one-to-one and small group basis to:
    a. Provide assistance with math, reading, communication or study skills as they relate to the Vocational Program
    b. Assist with a specific unit of study, or the whole course
    c. Help students with irregular attendance
    d. Guidance for attitude or behavioral problems
    e. Help with "on-the-job" difficulties
    f. "Hands-on" skill development in student's Vocational Class
2. Diagnostic Testing - In math and/or reading skills to identify potential needs in relation to their Vocational Education Program
3. Meeting briefly with classes to inform students of services available through Supplemental Services
4. Adapting teaching materials to a simpler format and/or lower reading level. (Text book, handouts, etc.)
5. Developing supplemental learning packets, tapes and audio-visual material for clarification of class material
6. Instruction relating to study skills, test taking strategies, and writing skills in small group or individual basis
7. Presenting study strategies to students
8. Assisting students in developing job-acquiring skills
9. Obtaining background information regarding individual students to help identify potential needs as well as strengths
10. Conferring with instructors and other significant persons regarding and individual student problem
11. Developing and utilizing reading inventories based on your textbooks to identify student strengths and weaknesses

Call me at 273-6623 for tutor availability.

TO: Zuni Metropolitan Youth Staff

FROM: Ms. Evvy Shipman, Supplemental Services Tutor

SUBJECT: How Supplemental Services Can Help

1. Provide a supportive environment for students to study away from classroom or shop when necessary (test make-up etc.)

2. Tutoring students on a one-to-one and small group basis to:
   a) Provide assistance with math, reading, communication, and proper study skills as they relate.

   b) Assist with a specific unit of study, or the whole course.

   c) Help students with irregular attendance.

   d) Guidence for attitude or behavioral problems.

   e) Help with "on-the-job" difficulties.

   f) Assist students with hands-on tasks within classroom and under teacher supervision and direction.

3. Assist with academic problems of anystudent in need.

4. Diagnostic Testing- In math and/or reading skills to identify potential needs in relation to their specific programs.

   a) Determining each students level of achievement in basic education.
   b) Provide oral examinations for those students who need them.

   c) Assist in curriculm modifications to meet needs of individual students.

   d) Utilize reading materials, such as textbooks, to identify student strengths and weaknesses.

5. Meeting briefly with classes to inform students of services available through Supplemental Service.

6) Review with students materials presented in class by teacher.

   a) Adapting teaching materials to a simpler format and/or lowering reading levels if need be.

7) Instruction relating to study skills, test taking strategies, and writing skills in small groups or individual basis.

8) Assist students in the review and understanding of basic math concepts, measurement procedures, reading and communication skills.

9) Assisting students in overcoming test anxiety.

10) Assisting students in developing job related skills.

11) Obtaining backround information regaurding individual students to help identify potential needs as well as strengths.

12) Conferring with instructors and other significant persons reguarding an individual student problem.

13) Referring students to other school and community services when needed.

THE DEPARTMENT OF
CONTINUING EDUCATION &
HUMAN RESOURCE
TRAINING & DEVELOPMENT

Emily Griffith Opportunity School does not discriminate on the basis of race, color, religion, national origin, sex, age, veteran status or handicap.

Emily Griffith Opportunity School
Any way you slice it, it's quality adult education
1250 Welton St. Denver CO 80204 303-572-8218
Denver Public Schools

SUPPLEMENTAL SERVICES FOR VOCATIONAL STUDENTS

EXTRA HELP IN JOB TRAINING!

Emily Griffith Opportunity School

Denver's "Big Apple."

Any way you slice it, it's quality adult education.

1250 Welton St.
Denver, CO 80204
303-572-8218

Denver Public Schools

FIND OUT ABOUT **SUPPLEMENTAL SERVICES** FOR VOCATIONAL STUDENTS IN ROOMS 200, 205 AND 209 !

SUPPLEMENTAL SERVICES CAN HELP!

1. FIND OUT WHAT YOU'RE GOOD AT!

   ASSESSMENT SERVICES.

   To determine:
   - basic skills
   - vocational interests
   - aptitudes
   - achievement levels in specific vocational and academic areas
   - career and personal goals
   - personal goals

2. GET DIRECTION ON JOBS & TRAINING!

   GUIDANCE SERVICES.

   To counsel and offer career development information.
   - career/job information
   - vocational program information
   - advice, direction
   - vocational program tours
   - referrals to:
     - GED or High School programs
     - vocational programs
     - English as a Second Language, (ESL)
     - other Support Services

       Rehabilitation Division
       Refugee Center
       Veterans' Services
       Financial Aid Services
       Colorado Refugee ESL
       (CRESL)

3. GET EXTRA HELP FOR COURSE WORK!

   SUPPORT SERVICES.

   To provide instruction:
   - coordinated assistance with other support groups
   - tutoring
   - test taking and studying help
   - computer assisted instruction
   - individualized learning materials
   - basic skill development
   - special classes for vocational limited English speaking students

4. FIND A JOB.

   TRANSITIONAL SUPPORT SERVICES!

   To help students in transition from school to the work place.
   - job placement personnel and counselors are available
   - workshops in job seeking skills
   - information on job availability
   - contacts with employers
   - job service referrals
   - options for continuing education
   - follow-up counseling and guidance

Supplemental services are made available through federal vocational education funds and are FREE to the students.

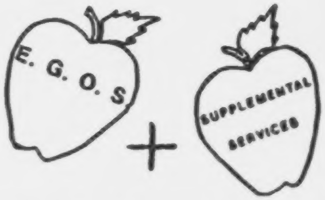
WHO QUALIFIES ?

Vocational students. The Division of Supplemental Services can help students who:
- have difficulty with basic skills
- struggle with taking tests or completing other course requirements
- need help in choosing a job or careers

WHO ARE VOCATIONAL STUDENTS?

Students at Emily Griffith Opportunity School who are enrolled in a class or program which prepares them with education and training for a job.

MORE



OPPORTUNITY !

RELEASE AGREEMENT

I, the undersigned, hereby release the University of Northern Colorado, its officers, employees, and assigns from all liability arising from the publication, dissemination, or other use of the photograph(s) described below by any person, group, or corporation whether or not such person, group, or corporation is in the publishing or communications business.

The photograph(s) which is (are) the subject of this release agreement depict.____

(name of person photographed)

____

(description of photograph(s)

____

In addition thereto, I hereby warrant that I have seen the above described photograph(s) and further agree that this release agreement is as fully applicable regardless of the size, degree of distortion, or other condition of the photograph(s) when it (they) is (are) published, disseminated, or otherwise used.

I have read the foregoing release agreement before affixing my signature below and if signing in behalf of another person, warrant that I have full authority to do so. Further, I warrant that I fully understand the contents of this release agreement.

____

(Date)

____

Signature

CHAPTER IX. PROGRAM EVALUATION, REPORTING, AND FUNDING

This chapter addresses the following topics: The Q Process, Reporting Requirements, and Funding. These topics need to be reviewed thoroughly because they are critical to a successful program. The Q Process (CCCOES evaluation of local programs) is required every five years. Completion of reporting requirements is necessary for compliance with state and federal law as well as for continued funding of your program. The funding section reviews how supplemental service programs are funded.

Ongoing evaluation is a critical component of any successful program. Evaluation may be both formative (ongoing evaluation of activities and performance) and summative (summary of total evaluation of the program). Evaluation done in this manner can help determine the strengths of the program as well as areas needing improvement. Employers, students, work experience coordinator, advisory committee and parents may evaluate the program. Potential sources of evaluation data are:

-- Student selection and retention
-- Types of jobs and training stations
-- Worker behavior
-- Employer needs/recommendations
-- Parent involvement/satisfaction with program
-- Use of Advisory Committee
-- Student satisfaction with program
-- Employer satisfaction with program
-- Related instruction curricula
-- Student follow-up data

If the program review determines that the local education agency is not in compliance with policy or standards, the local education agency will be asked to develop an administrative action plan to correct the compliance problems. If issues are not addressed, future funding may be affected.

I. QUALITY VOCATIONAL PROGRAM REVIEW AND IMPROVEMENT PROCESS (Q PROCESS)

Federal and state regulations mandate the accountability of public vocational education programs at all levels. The process of program review provides information used to document the results of vocational education. All persons involved with vocational education must participate in the Quality Vocational Program Review and Improvement Process (Q Process).

The Colorado Community Colleges and Occupational Education System (CCCOES) has adopted and implemented this Quality Vocational Program Review and Improvement Process to provide an ongoing system for program evaluation and improvement. This process places the responsibility for evaluation and improvement of vocational education programs on local management. The strong attributes of this process are its easy application, its immediate interpretation, and a system of checks-and-balances for determining program effectiveness.

The Q Process is conducted in order to review the quality of vocational education programs and services and to meet state and federal requirements. It provides a basis for ongoing program evaluation. This process provides a review of the achievements of vocational education, makes specific recommendations for improvement, and provides a plan to implement those improvements. It is, however, just one component of our overall vocational program evaluation plan.

OBJECTIVES:

The general objectives of the Quality Vocational Program Review and Improvement Process are:

1. To promote, strengthen, and assure the local implementation of quality vocational programs and services on a state-wide basis.

2. To provide the Local Education Agency (LEA) and CCCOES staff with a data base for planning and improvement of vocational programs at the local level.

3. To examine the impact of the efforts of administrative, instructional, and support staff in the operation of vocational education programs at the local level.

4. To assure accountability in the use of federal, state, and local funds allocated to vocational education programs in the state.

5. To examine the current utilization of business and community resources and to identify avenues for improvement.

6. To examine the extent of guidance, counseling, and placement as well as other services in the support of vocational education.

7. To provide an information base to the LEA and the CCCOES staff as a basis for sound decision making.

8. To establish follow-up and technical assistance procedures that provide for continuous assessment and improvement of vocational programs and services.

SELF-REVIEW PHASE:

The local Self-Review phase is the first step of a comprehensive two-step process of evaluation. All local staff members who have an impact upon the particular special vocational program should be involved in the self-review process. An individual assessment of program quality may be performed at any time by an instructor and/or administrator of a special vocational program to determine if the standard indicators of program quality are being met.

A program review booklet related to Supplemental Services is provided. A person from the local district is asked to complete the self review. The completed Review Booklet provides the basic document for the Validation Phase. The Validation Phase must be performed within 60 days after the completion of the Self-Review Phase.

Self-Review Objectives:

1. To identify strengths of the program as well as areas needing improvement. A self-evaluation is done by a person of the local education agency in order to assess the current level of success in providing services.

2. To summarize the strengths and areas needing improvement after the review. This activity is performed by CCCOES staff or designee based on the on-site review and validation of the self-assessment.

3. To develop specific recommendations for changes. CCCOES staff or designee is responsible for writing specific recommendations based on the on-site review.

4. To prioritize the recommendations for specific improvements. The local education agency is responsible for setting priorities for recommended improvements.

5. To determine dates for implementation. The local education agency is responsible for establishing a timeline for implementation of recommendations.

6. To estimate the approximate cost of implementing the improvement. The local education agency is responsible for estimating the cost of program recommendations.

7. To designate person(s) responsible for implementation of specific recommendations. The local education agency is responsible for identifying a person(s) responsible for implementation of the recommendations.

Participant Selection for Review

The selection of members to participate in the Quality Vocational Education Program Review and Improvement Process should be a combined effort of instructors who have an impact on the disadvantaged/handicapped students, support services representatives, and the building principal or designated administrator.

1. Identification and selection of Program Review Chairperson. The chairperson conducts the meeting and coordinates writing the program review.

2. Selection of reviewers. Consideration should be given to all members who are involved in providing service to disadvantaged/handicapped students. Some districts/community colleges utilize the advisory committee for this purpose.

Self-Review Procedure

1. Check yes to any statement that meets minimum requirements in state and federal laws and guidelines and local vocational education plans. No denotes that quality indicators are evidenced with little or no effectiveness. If the factor does not apply to the program being reviewed, check NA.

2. Consult the Vocational Director and/or appropriate administrator as needed during the completion of the ADMINISTRATION factor of the Review Check List. Consult the Guidance and Placement personnel, Support Services personnel, or any other personnel as needed during the completion of any factor review.

3. Sign the Transmittal Sheet and route copies of the evaluation instrument to Program Manager, Special Programs, CCCOES, 1391 North Speer Blvd, 6th Floor, Denver, CO 80203-2554, at least two weeks prior to scheduled on-site visit and validation.

VALIDATION PHASE

The Validation Phase provides for the review of responses from the Self-Review Phase and determines the degree to which the program meets the Program Standards. The Validation Phase must be performed within 60 days after the completion of the Self-Review.

The objectives for the Validation Phase of the Quality Vocational Program Review and Improvement Process are the following:

1. To provide a comprehensive review of special vocational education programs and services utilizing individuals who have technical expertise in the field.

2. To validate the results of the Self-Review Phase performed by the school.

3. To provide an additional perspective by utilizing individuals who have an overview of special vocational education programs and services in the state.

4. To provide the results of the Quality Vocational Program Review and Improvement Process to other participating agencies, such as Colorado Department of Education.

5. To provide an opportunity for sharing successful methods and techniques while providing a target date for planning and program improvement.

6. To prepare a composite report, reflecting the findings and recommendations of the entire Validation Team.

7. To encourage state level validators to meet prior to the exit meeting to integrate findings from their individual on-site program evaluations and to complete the Validation Check List Summaries and the Improvement Implementation Plan.

8. To complete the Quality Vocational Program Review and Improvement Process Final Review Summaries. Recommendations and Improvement Implementation Plan will be sent to the LEA Administrator as part of the on-site report.

9. To attend the Exit Reporting Session with Administrator and Program Instructor(s)/Coordinator(s).

10. To request that the LEA mail the Transmittal Sheet and the Administrator Action Plan to CCCOES within 30 days after receipt of Summary/Report from State.

The validation phase will be completed by CCCOES staff, special needs teacher educator or designee. The evaluator(s) will prepare a report, reflecting strengths and recommendations for program improvement. This validated program booklet will be sent to CCCOES. Evaluation will be completed within 30 days of the visit, with copies of the report being sent to the Vocational Director and the Supplemental Service Coordinator.

The local director or supplemental service coordinator may request technical assistance, inservice workshop, or class if help is needed. The goal of the Q Process is to improve services to disadvantaged and handicapped students. The process enables the evaluator to review programs at least every five years and provide assistance/information when needed.

II. REPORTING REQUIREMENTS

Reporting Requirements

The following forms relate to Supplemental Service Programs:

A. Local Application for Federal Vocational Education Funds

B. Intent to Participate Form - Application for Handicapped/Disadvantaged Entitlement(s)

C. VE-120SS - Application for Supplemental Services Program

D. 1. VE-115 Estimate - Estimate of use of funds

2. VE-115 Final - Actual use of funds

E. VE-101 - Application for approval of equipment purchases

F. VE-135 - Student accountability, data tool for occupational students

G. Supplemental Service Report (SSR) Student accountability data tool for students served in Supplemental Services

A. The Local Application

The Local Application for Federal Vocational Education Funds is required of each local eligible recipient before any federal funds can be provided. The local application is a packet that contains, among other items, Section D, a request for information concerning services to handicapped students, and Section E, a request for information about services provided to disadvantaged students by the Local Education Agency. Sections D and E provide an overview of how all services required under the Carl Perkins Act will be delivered to special needs students. Section A of the local application also provides related information. The local application is renewed every two years. The Supplemental Service Coordinator should have a copy of this document and be aware of its contents. Contact CCCOES for a local application packet.

B. Intent to Participate Form (Application for Handicapped/ Disadvantaged Funds)

The Intent to Participate Form is the form used to demonstrate intent to participate in federal entitlement funds during those alternate years when a local application is not required. The entitlement is allocated on an annual basis and the intent to participate in the entitlement must be requested annually. Refer to Appendix B for a sample of this Intent to Participate form.

C. VE-120SS

The VE-120SS, the program proposal for supplemental services, is the description of the Supplemental Services program that is sent to the Program Manager for Handicapped and Disadvantaged for approval. The VE-120SS must be updated and approved every five years. Any substantial changes made in services during the intervening five-year period must be submitted to the program manager in writing as an addendum to the VE-120SS. Examples of a substantial change include adding a new district or high school to be served by the supplemental services program or including another school under the community college umbrella of service delivery. See the attached sample of a VE-120SS in Appendix C.

D. VE-115

1. VE-115 Estimate

The VE-115 Estimate, the VE-120SS, and local application constitute a contract between the educational institution and Colorado Community College and Occupational Education System for the delivery of services. The VE-115 Estimate indicates the amount of money to be spent on such cost categories as instructional costs (e.g., salaries), equipment (e.g., computers), and books and supplies (e.g., software) for the supplemental services program. Handicapped and disadvantaged funds must be accounted for separately because they are two distinct categories of funds.

The VE-115 Estimate Form is sent July 1, the beginning of the state fiscal year. It shows the programs for which the school is receiving funds and the federal allocation for each program. This form is to be completed, signed by the vocational administrator, and returned to the Coordinator of Federal Programs by the start of school in the fall.

See the Appendix G for instructions on how to complete the VE-115 Estimate and a sample VE-115 Estimate.

NOTE: The VE-115 cannot be accepted if the estimated total cost of each Supplemental Services program is not greater than the federal support. A local contribution must be made and reflected in the total cost column of the VE-115. In other words, the total costs column must show an amount greater than the amount of federal funds. The difference between the two amounts is the amount the institution is putting into the program.

2. VE-115 Final

The VE-115 Final Form reflects actual expenditures for the supplemental services program. CCCOES will send the VE-115 Final in late spring of each year to each participating school.

The Final VE-115 must be filled out and signed by the vocational administrator and returned to the fiscal department by August 15 so that the final quarterly payment can be made. Again, the total costs of the program must exceed the amount of the entitlement. If the VE-115 Final shows the total cost of the Supplemental Services program to be equal to or less than the federal support, the program will not be awarded the total amount of federal funds originally allocated.

See Appendix G for instructions on completing the VE-115 Final and a sample VE-115 Final.

E. VE-101

Whenever equipment costing $25 or more is purchased using federal funds, a VE-101 must be completed and approved by the program manager prior to purchasing the equipment. Equipment does not include software workbooks, textbooks or the like. See the instructions for completing VE-115's in Appendix G for a definition of equipment.

1. If the VE-115 Estimate reflected an estimated cost in the equipment column, a VE-101 is automatically sent in the fall for the program(s) for which equipment is to be purchased.

2. When equipment is to be purchased, the VE-101 must be filled out and sent to the program manager for approval prior to purchase. Note the amount indicated as Amount Encumbered in the upper, right corner of the VE-101. The total cost of equipment cannot exceed this amount without notification of change as outlined below.

3. If the total cost of equipment will exceed the amount encumbered on the VE-101, a letter must be sent to the program manager requesting that the VE-115 be changed. The letter must indicate the program affected (Disadvantaged Supplemental Services or Handicapped Supplemental Services, secondary or postsecondary), the area from which the funds will be transferred (instructional costs, books and other, transportation), and that the funds are to be transferred into the equipment costs column. The program manager will send a letter of approval. See Appendix G for an easy to use form. A new VE-101 will not be sent. The original VE-101 must be amended. There is only one VE-101 issued per program area per year. Therefore, any changes including a greater encumbrance or more equipment must be adjusted in writing on the goldenrod copy of the VE-101 following approval of the program manager. See the Appendix G for a sample letter.

4. If you want to buy equipment, you must first obtain a VE-101. This takes time so plan early.

   First, check the VE-115 Estimate for the program for which you want to purchase equipment. Does the VE-115 Estimate show any money in the equipment column? If so, look for your VE-101. The vocational administrator should have received one. Contact the program manager if the VE-101 is lost. If there is no money in this column, then no VE-101 was sent and a request in writing must be made in order to get funds transferred into the equipment column. Use the form found in Appendix G. A VE-101 will be sent so that permission to purchase equipment can be made. Refer back to No. 3 for such instructions. Mention in your letter that you need a VE-101 sent. See Appendix G for a sample letter.

5. If, after submitting your VE-101, you decide to purchase more equipment, make sure that there are adequate funds in the equipment column, and request the equipment items in a letter. Include an amendment on your goldenrod copy of the VE-101 that is submitted with the VE-115 final.

Remember:

a. Handicapped and Disadvantaged funds must be kept separate. For example, money from both funds can be used to purchase one computer only if you prorate the cost of the equipment according to actual hours of computer usage by the two groups of students.

b. An adequate amount of money must be available in the equipment column to purchase equipment.

c. A VE-101 or letter of request must be approved prior to equipment purchase.

d. All requests from you and approvals to you must be made in writing.

F. VE-135

The VE-135 is a student accountability data tool used to document enrollment, profiles of students, and completion information.

When calculating the entitlement, the number of students served in Supplemental Services is one of the factors used in the formula. It is strongly recommended that the Supplemental Services Coordinator make sure that the VE-135 data accurately reflects the number of disadvantaged and/or handicapped vocational education students served in Supplemental Services.

NOTE: It is possible that potential students, who will not be reflected on the VE-135, may be served by Supplemental Services. Potential students served by Supplemental Services are handicapped and/or disadvantaged students who are provided assessment services and/or counseling and guidance services while they investigate the possibility of entering vocational education. If they do enter a vocational education program and continue to receive supplemental services, they can then be counted on the VE-135 the following year.

G. Supplemental Services Report (SSR)

The Supplemental Services Reporting Disk is a student accountability data tool used to document profiles of students, services, and completion information.

The disk is being modified. See the Appendix G for a sample of the SSR Profile sheet.

1. Supplemental Services Reporting Program

   At the end of each Fiscal Year (around July 15), a full report of services is submitted to CCCOES. This report is compiled by each coordinator throughout the year on the Supplemental Services Reporting Disk. (Either an IBM or IBM-compatible computer can be used.) The "Supplemental Services Reporting Program Guidelines for Use" and the disks themselves can be obtained from CCCOES. All the data collected on the "Student Profile" for each student must be entered into the computer using the coding system described in the "Guidelines for Use." The data is summarized by the CCCOES after it has been submitted.

2. This student accountability tool serves as an outline to guide you in creating locally maintained records. Information requested on the profile sheet should be maintained for each student, showing intake, assessment, services, progress, and completion information. THESE RECORDS MUST BE KEPT FOR FIVE YEARS.

III. FUNDING

A. Entitlement

Federal funds for (1) Supplemental Services for the Handicapped and (2) Supplemental Services for the

Disadvantaged are awarded to all participating Local Education Agencies (LEA) in accordance with a federally mandated formula.

These two funds, handicapped and disadvantaged, must be accounted for separately. Institutions must maintain identifiable and separate accounts. The two funds (or cost centers) cannot be pooled. Consult with the institution's local director of occupational education, the controller, or the accounting department regarding your institution's accounting procedures.

For each population, 50 percent of the funds are awarded to the participating LEAs on the basis of the relative number of economically disadvantaged individuals enrolled in the LEA compared to the total number of those individuals enrolled in all the LEAs in the state. On the postsecondary level, the number of economically disadvantaged students is determined by the number of enrolled students receiving financial aid per school. This data is provided by the Colorado Commission on Higher Education. On the secondary level, the number of economically disadvantaged is determined by the free or reduced school lunch count. This data is provided by the Colorado Department of Education.

Fifty percent of the funds are awarded on the basis of the number of handicapped or disadvantaged students served in supplemental services in the LEA in vocational education compared to the total number of those students served in all LEAs in the state. The number of handicapped students receiving Supplemental Services is used when calculating the handicapped entitlement. The number of Disadvantaged students receiving Supplemental Services is used when calculating the disadvantaged entitlement. These numbers are provided using the VE-135 data.

Some of the dollars of the total allocation for disadvantaged are targeted specifically for Limited English Proficient students. This amount is determined by multiplying the school's or LEA's allocation for disadvantaged to the percent of Limited English Proficient students in the school as compared to the total number of English Proficient students in the participating schools across the state.

See Appendix G for a chart describing the breakdown of these funds.

Funds are allocated for one year, July 1 to June 30. All unused money must be returned to the state for redistribution. If there is a sizeable amount of returned funds, an additional allocation will be made using the formula, in December or January for use in that year.

B. Imputed FTE (Full-Time Equivalent) - Postsecondary Only

Institutions have a special mission to serve marginally qualified or academically deficient students through the provision of basic skills training. They may report credits calculated from student participation in remedial laboratories even though tuition is not paid, as long as the laboratory is under direct faculty supervision and records are maintained of the actual hours of each student's participation. These records should be kept until the state audits them.

FTE should be calculated according to the CCHE guidelines, "Policy for Reporting Full-Time Equivalent Student Enrollment," effective July 1, 1987 for the 1987-88 Fiscal Year. Consult with your vocational administrator for details regarding the computations of imputed FTE. The students served must be enrolled in the college and must be Colorado residents. Otherwise, the normal documentation on students compiled by the Supplemental Services Coordinator seems to be adequate for auditing purposes, although the state auditors should be contacted by the appropriate administrator to confirm this. By helping the college generate income, the Supplemental Services program may also benefit monetarily. The coordinator might try negotiating for dollars for the Supplemental Services budget based on the number of FTE generated by the program.

APPENDIX G PROGRAM EVALUATION

Intent to Participate in Entitlement
VE-120SS
VE-115 Estimate
Instructions for Providing Vocational Education Estimates
Instructions for VE-115 Secondary and Postsecondary Estimates
VE-115 Final
Letter to Secondary and Postsecondary Administrators on VE-115 Final
VE-101
VE-101 Application Reimbursement Request
Sample Letter - 101
VE-135
Profile Sheet - SSR
Handicapped Entitlement
Disadvantaged Entitlement

INTENT TO PARTICIPATE
IN
FEDERAL ENTITLEMENT FY 87-88

Educational Institution ______________________________

Contact Person ______________________________

Phone: ________________ Level: _______ Sec _______ Postsec _______ Both

_______ We intend to participate in the entitlement for the disadvantaged. We will meet appropriate program standards.

_______ We intend to participate in the entitlement for the handicapped. We will meet appropriate program standards.

_______ We do not wish to participate in the disadvantaged entitlement. We understand that our entitlement will be redistributed among those who are participating.

_______ We do not wish to participate in the handicapped entitlement. We understand that our entitlement will be redistributed among those who are participating.

_______ We will contract for those services in full or in part with:

____
NAME OF INSTITUTION
(District/BOCES/Area School/
Community College/Community-Based Organization)

Our local contribution to the program(s) and service(s) will be:

$________________________ handicapped

$________________________ disadvantaged

(enter N/A if no programs or services will be offered)

Vocational Education Administrator Signature:

______________________________ Date: ________________

STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION
Division of Occupational Education
1313 Sherman Street
Denver, CO 80203

Submit to:
Special Programs Branch
SBCCOE
Second Floor
1313 Sherman Street
Denver, CO 80203

For State Use Only
___Approved ________ Date
____________ VE-115 ID #

____
School Name

120SS

Program Proposal (VE 120SS)
FOR SECONDARY OR POSTSECONDARY
VOCATIONAL EDUCATION SUPPLEMENTARY SERVICES PROGRAM

Program Proposal (VE 120SS)

Districts/Institutions which plan to operate an approved Supplemental Services program must have on file with the State Board for Community Colleges and Occupational Education an approved VE-120SS Program Proposal.

Program Proposal Data

Please respond to each question and attach to the cover page. All applicants are to complete all items (1 - 10).

General Information

Provide the information listed below. This serves as the COVER PAGE for the program proposal. Then respond to each item listed on the attached sheet items (1 - 10). Applicants must submit one (1) copy of the program proposal. After approval this copy will be on file with the Special Programs Branch.

Cover Page Information

1. Name of District/Institution: ______________________________
2. Program Title and CIP Code Number: Check appropriate box.
   Supplemental Services Handicapped CIP 99.7000 ____
   Supplemental Services Disadvantaged CIP 99.6000 ____
   Both: Mark (X) here ____
3. Proposed Beginning Date: State the anticipated starting date for the program.
   ____
4. Level: Indicate if the program is secondary or postsecondary or both, and if it is a new or revised program.
   ________ Secondary or Postsecondary ________

   Both_____

   ________ New or Revised ________
   (Use only after 7/1/84)

Certification

1. ____
   Signature of Chief Administrative Officer, Title, Date.

2. ____
   Signature of Person Responsible for Vocational Education, Title and Date.

3. ____
   Signature of Person preparing the VE-120SS Program Proposal, Title and Date.

4. Signature of person(s) responsible for submitting the following reports:

   ____
   VE-115 Estimate and Final

   ____
   VE-135 Student Accountability Data Tool

   ____
   VE-135 Supplemental Services Summary Report

   ____
   VE-101 (Equipment/Materials Application)

(REFER TO PROGRAM STANDARDS PRIOR TO COMPLETION)

1. Attach a completed VE-115 Estimate and budget notes as specified in Appendix A.

2. Estimate number of vocational program enrollees who need supplementary services and the number who will be served.

Special Needs	Need Service	Will Receive Service
a. Economically Disadv.		
b. Educationally Disadv.		
c. Economically and Educationally Disadv.		
d. Handicapped		
e. Limited English Proficient		
f. Institutionalized		
g. Enrolled in Special School or other special separate settings		

3. SECONDARY SCHOOLS ONLY: (a) Identify the high schools that will participate in the Supplemental Services program and how services will be provided to those students (e.g., Itinerant Coordinator will provide services one day per week; aide will be located at each school; students will be bused to central location; program will be located at an area vocational school or a community college campus). (b) FOR PROGRAMS SERVING HANDICAPPED STUDENTS: Describe how Supplemental Services will be included in the IEP. Identify the types of handicapped students to be served.

4. POSTSECONDARY SCHOOLS/COMMUNITY COLLEGES ONLY: Will secondary students enrolled in area vocational schools be eligible to receive supplemental services? If so, identify the school districts involved and how these services will be coordinated with students' home school programs.

5. Student Eligibility:

   a. Describe how students will be identified as needing supplemental services.
   b. Specify criteria and process to be used to determine student eligibility.

6. Student Services:

   a. List and describe supplementary services to be provided (refer to profile sheet contained in the Program Standards).
   b. Estimate the Average cost per student to be served. (Divide total cost--Federal plus Local contribution--of program by total estimated number of students to be served).

c. List the Vocational programs from which students will be referred. (AVEP-H and Special Coop students may be provided Supplemental Services.)
d. Describe the communication mechanism to be used between supplemental services staff, vocational instructors, counselors, and other agencies (as appropriate).
e. Describe student follow-up activities to be performed.
f. Describe how the supplementary services program will relate to and coordinate with the following school programs, as applicable:
   1) ESEA remedial services for the disadvantaged (Secondary only).
   2) ESL, bilingual and other services for the limited English proficient.
   3) Career/Vocational guidance and counseling.
   4) General studies, learning development, and other remedial postsecondary programs.
g. Describe how the Supplemental Services program will relate to and communicate with external agencies and organizations. Identify these agencies and organizations.

7. Describe the program advisory committee's role and responsibilities; attach a list of the committee membership, indicating the representation of each member, and a copy of the committee's most recent minutes reflecting discussion of this application.

8. Attach a scaled drawing of the floor plan of all the facilities to be utilized in the operation of the program, including the location of all major equipment.

9. List the major or non-expendable equipment for this program, to include:
   a. Equipment on hand.
   b. Equipment to be purchased.
   c. Description of equipment replacement provisions.

10. Budget--ATTACH SEPARATE BUDGET SHEETS FOR HANDICAPPED AND DISADVANTAGED PROGRAM REQUESTS.
   a. Provide a line item budget (see attached).
   b. Identify the source of matching funds and the purposes for which those funds will be used (refer to Section 5, page 35, of the Administrator's Handbook).

SPEC 58 nh
(12/09/83)

BUDGET NOTES

Line Items	Requested from SBCCOE	Local Contributions
Suppl. Serv. Programs Specialist (Number of Specialists) _____ Full Time _____ Part-time Salary ____________________ Fringe Benefits _____________		
Instructional Assistance Staff (Includes Tutors) Number of Staff_________ Number of Total Hrs. _____ Salaries per hour ___________ Fringe Benefits (if applicable)		
Equipment (Over $25)		
Supplies		
Materials		
Duplication		
Postage		
Telephone		
Travel Local Workshop/Conference		

SPEC 58(a) nh
(12/09/83)

VE-115 (ESTIMATE)

POSTSECONDARY

LOCAL PLAN FOR VOCATIONAL EDUCATION

COLORADO STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION - HEREIN AFTER KNOWN AS THE STATE

POSTSECONDARY INSTITUTION - HEREBY AFTER KNOWN AS THE CONTRACTOR CODE -------------- NAME ----------------------------------

DATE -------------- CITY ----------------------------------

TO THE EXTENT AUTHORIZED BY LAW THE CONTRACTOR SHALL INDEMNIFY, SAVE AND HOLD HARMLESS THE STATE, ITS EMPLOYEES AND AGENTS, AGAINST ANY AND ALL CLAIMS, DAMAGES, LIABILITY AND COURT AWARDS INCLUDING COSTS, EXPENSES, AND ATTORNEY FEES INCURRED AS A RESULT OF ANY ACTION OR OMISSION BY THE CONTRACTOR, OR ITS EMPLOYEES, AGENTS, SUBCONTRACTORS, OR ASSIGNEES IN CONNECTION WITH THE PERFORMANCE OF THIS CONTRACT. ** FOR FURTHER INFORMATION, CALL THE STATE ATTORNEY GENERAL'S OFFICE. (866-3611 IN DENVER) **

SIGNATURE OF AUTHORIZED LOCAL OFFICIAL ------------------------ APPROVAL OF AUTHORIZED STATE OFFICIAL ------------------------

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(FOR STATE USE ONLY)			
PUT PROG-NAME IN SPACE ON LINES 4-5 OF BLOCK	FISC YR	NO PR	PR ST	F.T.E.	ENROL	INSTR COSTS	EQUIP COSTS	BOOKS & OTHER	INSTR SUPPT	INDIR COSTS	REPL-VL EQUIP	TOTAL COSTS	PERCENT SUPPORT	STATE SUPPORT	FEDERAL SUPPORT	FS
ID-NO ----																
CIP-CODE -																
LEVEL ----	85-86			.												
ID-NO ----																
CIP-CODE -																
LEVEL ----	85-86			.												
ID-NO ----																
CIP-CODE -																
LEVEL ----	85-86			.												

Colorado
Community College &
Occupational Education System

1391 North Speer Boulevard, Suite 600
Denver, Colorado 80204-2554
(303) 620-4000

MEMORANDUM

DATE: August 8, 1988

TO: Administrators of Vocational Education

FROM: Susie Bell, Program Manager for Handicapped and Disadvantaged

SUBJECT: Instructions for Providing 1988-89 Vocational Education Estimated Expenditures for Federally Supported Special Needs Programs/Services

Enclosed is the preprinted VE-115 Estimate Expenditure Form for federally supported vocational education programs and services for the handicapped and/or disadvantaged. Please prepare the form showing your estimated cost of operating each program for the 1988-89 school year in accordance with the attached Instructions for Completing VE-115 Estimate Forms. If any preprinted program will not be operational during the 1988-89 school year, please indicate by lining it out on the form.

The form should be returned as soon as possible. Mail it to:

Norma Zarlow
Colorado Community College and
Occupational Education System
1391 North Speer Boulevard, Suite 600
Denver, Colorado 80204-2554

Your federal entitlement is indicated in the column marked "Federal Support." These funds awarded to you were based on a federally prescribed formula. Direct or auditable costs only should be reported on this form. Other federal funds cannot be used for matching purposes. There is no prescribed matching percentage, but to earn the federal funds allocated, the total estimated costs must exceed the amount of the federal funds indicated. The difference between the federal support and total cost becomes the local contribution which is required. This will be entered in the State Support Column. Be sure to read carefully the enclosed instructions for completing the VE-115 Estimate Form.

Payment/Reporting Information:B

1. Payments are made quarterly--October, January, and April. The final payment will be made after reviewing the VE-115/VE-101 final expenditure forms. All funds must be expended by June 30, 1989.
2. Final fiscal reporting and proof of purchase for equipment will be due with the VE-115 and VE-101 Final Expenditure forms in August 1989. (These forms will be mailed to you in May 1989.)

Should you have any questions, please contact me at 620-4000. I appreciate your commitment to provide services to special needs students.

SPEC130.nh
Enclosures

COLORADO COMMUNITY COLLEGE AND OCCUPATIONAL EDUCATION SYSTEM (CCCOES)

INSTRUCTIONS FOR COMPLETING POSTSECONDARY VE-115 ESTIMATE FORMS
FOR
FEDERALLY SUPPORTED HANDICAPPED AND DISADVANTAGED PROGRAMS/SERVICES
1988-89

The top of the form(s) is preprinted with the school's name and school district's code number. Sign the form in the space provided for authorized local official.

Column 1 The identification Number (ID-NO), the classification of Instructional Programs (CIP-CODE), the level and the name of the program is preprinted. Do not change these numbers.

Column 2 As preprinted, provide estimates for the 1988-89 school year only.

Column 3 through 6 Need not be completed for these special federally supported programs. Enrollments will be requested on the final report forms for 1988-89.

Column 6 INSTR COSTS - means Instructional Costs. Enter the total estimated instructional costs for the program preprinted in Column 1. For the disadvantaged and handicapped programs, this means the salaries and fringe benefits and official travel for specialists and support personnel.

Column 8 EQUIP COSTS - means equipment costs. Enter the estimated expenditures for equipment to be purchased for the program identified in Column 1. Equipment to be purchased with federal funds should be entered in the upper portion of Column 8. Equipment purchased with local funds and used as part of the local contribution should be entered in the lower portion of Column 8. (See example on back.) Equipment to be purchased where federal funds are involved requires prior approval. When the programs have been approved and the amount of federal support established, the educational institution will be provided with Form VE-101 - Equipment - Materials Application and Reimbursement Request. The educational institution will submit the VE-101 to the CCCOES Fiscal office listing the equipment to be purchased and when notified of approval by the Educational Services Division, the institution is authorized to purchase the equipment.

Column 9 BOOKS & OTHER - means books supplies and other miscellaneous expenditures. Enter the estimated cost of instructional materials, including computer software, to be furnished by the school. Do not include instructional materials furnished by the student.

Column 10 INSTR SUPPT means instructional support. Report the costs of non-teaching support personnel such as clerical staff, vocational administration support personnel, etc. The costs of such personnel and/or materials should be prorated among the approved programs and documented for audit purposes.

INSTRUCTIONS FOR COMPLETING POSTSECONDARY VE-115

Column 11 INDIR COSTS means indirect costs. Report the indirect costs, such as general administrative support, utilities, student services, security, health services, data processing, business office services, legal services, and other costs not reported elsewhere. THE INDIRECT COSTS REPORTED SHOULD BE PRORATED BY PROGRAM ON AN FTE OR OTHER BASIS WHICH CAN BE DOCUMENTED FOR AUDIT PURPOSES.

Column 12 REPL-VL EQUIP means replacement value of equipment used in the vocational program.

This item may be reported or disregarded at the option of the institution. If reported, it will not be used by the CCCOES as a normal annual program cost, but may be used to respond to specific requests for information.

Column 13 TOTAL COSTS - Columns 7 through 11 should reflect the total costs. There is no prescribed matching percentage, but to earn the federal funds allocated, the total estimated costs must exceed the amount of the federal funds indicated. Your local contribution (indicated in state support column) and the federal support added together become the TOTAL COST for each program preprinted in Column 1. Example:

STATE SUPPORT Enter the total local contribution for each program preprinted in Column 1.

FEDERAL SUPPORT As preprinted, this represents your handicapped or disadvantaged entitlement for FY88-89.

SPEC130c.nh
(8/8/88)

COLORADO COMMUNITY COLLEGE AND OCCUPATIONAL EDUCATION SYSTEM (CCCOES)

INSTRUCTIONS FOR COMPLETING SECONDARY VE-115 ESTIMATE FORMS
FOR
FEDERALLY SUPPORTED HANDICAPPED AND DISADVANTAGED PROGRAMS/SERVICES
1988-89

The top of the form(s) is preprinted with the school's name and school district's code number. Sign the form in the space provided for authorized local official.

Column 1 The identification Number (ID-NO), the classification of Instructional Programs (CIP-CODE), the level and the name of the program is preprinted. Do not change these numbers.

Column 2 As preprinted, provide estimates for the 1988-89 school year only.

Column 3 through 6 Need not be completed for these special federally supported programs. Enrollments will be requested on the final report forms for 1988-89.

Column 6 INSTR COSTS - means Instructional Costs. Enter the total estimated instructional costs for the program preprinted in Column 1. For the disadvantaged and handicapped programs, this means the salaries and fringe benefits and official travel for specialists and support personnel.

Column 8 EQUIP COSTS - means equipment costs. Enter the estimated expenditures for equipment to be purchased for the program identified in Column 1. Equipment to be purchased with federal funds should be entered in the upper portion of Column 8. Equipment purchased with local funds and used as part of the local contribution should be entered in the lower portion of Column 8. (See example on back.) Equipment to be purchased where federal funds are involved requires prior approval. When the programs have been approved and the amount of federal support established, the school district will be provided with Form VE-101 - Equipment - Materials Application and Reimbursement Request. The school district will submit the VE-101 to the CCCOES Fiscal office listing the equipment to be purchased and when notified of approval by the Educational Services Division, the school is authorized to purchase the equipment.

Column 9 BOOKS & OTHER - means books supplies and other miscellaneous expenditures. Enter the estimated cost of instructional materials, including computer software, to be furnished by the school. Do not include instructional materials furnished by the student.

Column 10 TRANS CENTER - means Transportation Center to Center. This column may be used only when disadvantaged or handicapped students are transported from one attendance center to another to participate in special class size vocational education programs specifically for the special needs students.

INSTRUCTIONS FOR COMPLETING SECONDARY VE-115

Column 11 TRANS OTHER - means Transportation Costs. Enter the estimated transportation costs for field trips and/or other transportation costs incurred as a part of the program.

Column 12 should be disregarded for these special federally funded programs/services.

Column 13 TOTAL COSTS - Columns 7 through 11 should reflect the total costs. There is no prescribed matching percentage, but to earn the federal funds allocated, the total estimated costs must exceed the amount of the federal funds indicated. Your local contribution (indicated in state support column) and the federal support added together become the TOTAL COST for each program preprinted in Column 1. Example:

STATE SUPPORT Enter the total local contribution for each program preprinted in Column 1.

FEDERAL SUPPORT As preprinted, this represents your handicapped or disadvantaged entitlement for FY88-89.

SPEC130a.nh
(8/8/88)

436

VE-115 (FINAL) *---------------*
* POSTSECONDARY *

FINAL ACTUAL EXPENDITURE REPORT FOR VOCATIONAL EDUCATION PROGRAMS/SERVICES

COLORADO STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION - HEREIN AFTER KNOWN AS THE STATE

POSTSECONDARY INSTITUTION - HEREIN AFTER KNOWN AS THE CONTRACTOR CODE -------------- NAME ------------------------------------

DATE -------------- CITY ------------------------------------

CONTRACTOR, IN CONSIDERATION FOR THE STATE'S PROMISES HEREIN SET FORTH, PROMISES TO INDEMNIFY, SAVE AND HOLD HARMLESS AND DEFEND STATE, AND ALL OF ITS EMPLOYEES AND AGENTS, ACTING OFFICIALLY OR OTHERWISE, FROM ANY AND ALL LIABILITY, CLAIMS, DEMANDS, ACTIONS, DEBTS, AND ATTORNEY FEES ARISING OUT OF, CLAIMED ON ACCOUNT OF, OR IN ANY MANNER PREDICATED UPON LOSS OR DAMAGE TO THE PROPERTY OF AND INJURIES TO, OR DEATH OF ALL PERSONS WHATSOEVER, WHICH MAY OCCUR, OR IS SUSTAINED IN CONNECTION WITH THE PERFORMANCE OF THIS CONTRACT, OR BY CONDITIONS CREATED THEREBY, OR BASED UPON ANY VIOLATION OF ANY STATUTE, ORDINANCE, OR REGULATION, AND THE DEFENSE OF ANY SUCH CLAIMS OR ACTIONS. **FOR FURTHER INFORMATION, CALL THE STATE ATTORNEY GENERAL'S OFFICE. (866-3611 IN DENVER)

SIGNATURE OF AUTHORIZED LOCAL OFFICIAL -------------------------- APPROVAL OF AUTHORIZED STATE OFFICIAL ------------------------

(1)			(2)	(3)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(FOR STATE USE ONLY)			
ID NUMBER	CIP-CODE	LEVEL	SCHOOL YEAR	NO PP	F.T.E.	ENROL	INSTR COSTS	EQUIP COSTS	BOOKS & OTHER	INSTR SUPPT	INDIR COSTS	REPL-VL EQUIP	TOTAL COSTS	PERCENT SUPPORT	STATE SUPPORT	FEDERAL SUPPORT	FS
	.		84-85		.												
	.		84-85		.												
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**Colorado
Community College &
Occupational Education System**

1391 North Speer Boulevard, Suite 600
Denver, Colorado 80204-2554
(303) 620-4000

MEMORANDUM

DATE: May 27, 1988

TO: Administrators of Vocational Education -
Secondary Local School Districts

FROM: Dorothy Horrell D. Horrell

SUBJECT: Program Memorandum - CCCOES - Occupational Education
Final Actual Expenditure Report for all State Approved Vocational Education Programs for 1987-88 School Year (Form VE-115 FINAL)

I. Enclosed are the Final Reporting Forms for school year 1987-88 for all state approved vocational education programs/services.
   - A. Form VE-115 FINAL - (1987-88) Final Actual Expenditure for Vocational Education Program/Services
   - B. Supplement to VE-115 Final Report for contracted programs
   - C. Form VE-312 - Equipment Purchased for a Vocational Program Operated Under the Colorado Vocational Act of 1970 As Amended
   - D. Secondary FTE Factors - Colorado Vocational Act

II. ALL ENCLOSED FORMS ARE TO BE COMPLETED AND RETURNED ON OR BEFORE AUGUST 15, 1988 TO:

Fiscal, c/o Sandy Kline
Colorado Community College and Occupational Education System
1391 N. Speer Blvd., Suite 600
Denver, CO 80204-2554

III. Instructions follow for completing the enclosed forms:

   A. Form VE-115 Final (1987-88) - Final Actual Expenditure for Vocational Education Programs/Services

      1. Notes

         a. The VE-115 final is a four-part, color-coded, carbonless form. It is preprinted with the school name and the school code number. Column 1 contains a preprinted listing of the approved vocational education programs/services for school year 1987-88, including the identification number (ID NO.), the Classification of Instructional Programs code number (CIP CODE), the program level code number, and the program name.

OPPORTUNITIES FOR COLORADO

Please complete the form in accord with the following specific instructions; keep the blue copy for the school file and return the remaining three copies on or before August 15, 1988.

b. Report the ACTUAL expenditures for programs operated during the 1987-88 school year (July 1, 1987, to June 30, 1988)

c. ALL EXPENDITURES REPORTED ARE TO BE ROUNDED TO THE NEAREST WHOLE DOLLAR.

d. Those school districts which serve students from other school districts by contractual arrangements should have two VE-115 blocks with the same program name; one block is identified as Fund Source (FS) 01 and the other as (FS) 35 in the extreme right-hand column.

Report the expenditures in the program for the home district students in the block identified as FS-01; and the expenditures in the program for students served from all other districts in the block identified as FS-35. The total costs shown in the Fund Source 35 line should equal the total amount received from the contracting school districts. If your school district is providing programs for students from other districts, and there is no Fund Source 35 preprinted, please add the information at the bottom of the page in accord with the above instructions.

e. Those school districts sending students to another district, area vocational school, community college, or proprietary school via contractual arrangements will have a VE-115 block entitled 'Contract Programs' with CIP Code number 99.9900 and FS-101. Report the total cost of books and supplies furnished by the district, the transportation costs, and the total contract costs for all students sent to other schools by contractual arrangement in Columns 9, 10, and 12 respectively and the total in Column 13; then complete the enclosed 'Supplement to VE-115 Final Report' to show the specific programs in which the 'contract students' were enrolled and the costs by program. (See also specific instructions of pages 4 and 5.)

f. If the VE-115 FINAL preprinted forms reflect a program which did not actually operate during the 1987-88 school year, please indicate by drawing a line through the preprinted VE-115 block.

2. Specific Instructions for the Form VE-115 Final

Column 1 Contains the preprinted identification number, the Classification of Instructional Programs (CIP) code number, the level of the program code number, and the name of the program as recorded in the state computer. The code number for program level is: 1-secondary 2-

postsecondary, and 3-adult. There should be no reason to change any of the preprinted information. However, if the information, in the opinion of the school administrator, is in error, please make the change and attach an explanatory note.

Column 2 School year. Do not change the preprinted year (1987-88). The ACTUAL cost information should be for the period July 1, 1987, to June 30, 1988.

Column 3 NO. PR means number of programs. Enter the number of attendance centers where the program is offered. (For example: If Auto Mechanics programs are offered in two attendance centers, enter 2 in Column 3.)

(THERE IS NO COLUMN 4 ON THE VE-115 FINAL)

Column 5 FTE means full-time equivalent. Calculate the FTE's in accord with the instructions provided on pages 3-7 and 3-8 of the Vocational Administrators Handbook dated January 1986. Examples are shown on pages 3-11, 3-12, and 3-13. FTE's should be calculated to two decimals. A decimal point is preprinted on the form in Column 5. FTE's should be reported for those students who have a vocational objective only. Those school districts which have a state approved VE-120(b) Program Proposal for the CORE curriculum in Consumer and Homemaking must report FTE's for those students enrolled in state approved CORE curriculum courses who have homemaking as their occupational objective. A student may not be claimed for FTE entitlement in more than one wage-earning vocational program. This means that a student enrolled in the Consumer and Homemaking CORE program (non-wage earning) may also be enrolled in one other vocational program (wage earning) and be counted for FTE entitlement in both programs, but, students otherwise must only be counted in one wage-earning vocational program.

A student may be enrolled in individual courses in a second vocational program when, through counseling, it is deemed reasonable and necessary to fulfill the student's occupational objective and claimed for FTE entitlement in that course(s).

Column 6 ENROL means enrollment. Report the unduplicated total headcount enrollment in each vocational education program. The head count reported should be equal to the total of the enrollments reported in preparatory vocational programs (VE-135 enrollments) plus the enrollments of adult upgrading of students who were enrolled in approved courses, and reported on Form VE-117B.

Column 7 INSTR COSTS means instructional costs. Report the school district instructional costs for the program from July 1, 1987, through June 30, 1988.

Eligible costs include the salary, fringe benefits, official travel, and professional development expenditures of credentialed teachers, substitute teachers, and approved teacher aides.

If the teacher(s) are assigned less than full-time in the approved vocational program, the salaries must be prorated on the basis of percentage of time they teach state approved vocational courses. In accord with SBCCOE Promulgated Rules and Regulations governing the Colorado Vocational Act, disregard the earlier requirement of further prorating costs on the basis of occupational objectives of students (vocational vs. non-vocational students).

The direct costs of credentialed vocational administrators are eligible for reimbursement. A separate preprinted VE-115 block is provided to report credentialed administrators' direct costs. If there is no preprinted block for administration, then administrative costs have not been approved for reimbursement.

Column 8 EQUIP COSTS means equipment costs. Report the actual costs for the purchase, rental, repair and maintenance of equipment used in the operation of the CVA approved vocational programs. The equipment costs for each approved Vocational Education program must be itemized on Form VE-312 (copy enclosed) and submitted along with the VE-115 final report. Instructions for preparing form VE-312 are contained on the reverse side of the form. (Make additional copies of form VE-312 ad needed.)

Equipment expenditures supported with federal funds, such as disadvantaged supplementary services of special class size programs for disadvantaged/handicapped students, must be supported by submitting a completed form VE-101 (goldenrod copy) and proof of purchase. (Readable copies of invoices along with check numbers or copies of cancelled checks are necessary for proof of purchase.) Instructions for handling form VE-101 were sent to those schools involved with federally funded programs in October and November of 1987.

Column 9 BOOKS & OTHER means books and supplies and other miscellaneous costs. Report the cost of instructional materials and consumable supplies purchased by the school district for the vocational program. Small hand tools with a cost of less than $25 per unit should be included in this column. Do not include the cost of materials furnished by the student. Other costs which may be included in Column 9 include the costs of:

a. Advisory committee meetings
b. Advertising and publicity
c. Workmen's Compensation cost where applicable
d. Approved student organization activities paid by the school district

Column 10 TRANS CENTER means transportation from one attendance center to another. Report the excess cost of transporting students from one attendance center to another for vocational education. (Excess costs are those costs which are in excess of the amount allowed by the Colorado School Transportation Act. This amount should be equal to the amount listed on Line 17 of CDE Form-40.)

Column 11 TRANS OTHER means transportation other. Report the transportation costs for field trips and approved student organization travel paid from district funds.

Column 12 CONTR COSTS means contract cots. This column should be used only by school districts which send students to another district, area vocational school, community college, or proprietary school.

Those districts which send students to another school should report the total contract costs in Column 12 in the VE-115 block entitled "Contract Programs", then complete the "Supplement to VE-115 Final Report" in accord with instruction in Item III.B., page 5.

These school districts which receive students from other districts via contractual arrangements will report the costs for all such students in the applicable columns of the VE-115 block identified as Fund Source (FS)-35. The total costs reported should be equal to the total of the contracts with the participating district(s).

Column 13 TOTAL COSTS. Add Columns 7 through 12 to arrive at the total costs by vocational program.

B. Supplement to VE-115 Final Report

This form is to be used only by those districts which send students to other school district, area vocational schools, community colleges, or proprietary schools via contractual arrangement.

The form is a "break out" of the total costs for contract programs reported in Column 13 of Form VE-115 Final. (For example: if the school sent ten students to an area school via contract, with five going to an Auto Mechanics Program and five going to a Welding Program, then there will be two lines on the supplement completed [see the example on the form].)

C. Form VE-312 - Equipment Purchased for a Vocational Program Operated Under the Colorado Vocational Act of 1970 As Amended.

Instructions for completing form VE-312 are contained on the reverse side of the form.

D. Secondary FTE Factors - Colorado Vocational Act

The formula provides a calculation of FTE for one student attending an approved vocational class for one period per day, five days per week, for 36 weeks. Calculations are provided for several different time period. (For example: one student in a 55-minute period each day, five days per week for 36 weeks will generate .15277 FTE.) To obtain the total FTE's in a class, multiply the number of vocational students in the course by .15277.)

Calculations are also provided for cooperative vocational programs. The formula is based on a factor of two students per hour for coordination. (For example: a coordinator who is provided two hours per day coordination time will generate .66667 FTE.) Therefore, in a cooperative program, where the teacher/coordinator has two hours per day for coordination time, .66667 should be added to the FTE's generated in the related classroom instruction to arrive at the total FTE's in a cooperative vocational program.

If there are questions about these report forms, please contact the appropriate Regional Field Representative (phone 620-4000 in Denver).

lj_perm_88eve115

Enc.

Colorado
Community College &
Occupational Education System

1391 North Speer Boulevard, Suite 600
Denver, Colorado 80204-2554
(303) 620-4000

MEMORANDUM

DATE: May 27, 1988

TO: Administrators of Vocational Education--Postsecondary Institutions

FROM: Dorothy Horrell D. Horrell

SUBJECT: Program Memorandum
Final Actual Expenditure Report for all state-approved Vocational Education Programs for 1987-88 School Year (Form VE-115 FINAL)

Enclosed are forms VE-115 FINAL - Final Actual Expenditure Report for Vocational Education Program/Services

Please complete the enclosed forms and return them on or before August 15, 1988 to:

Fiscal, c/o Sandy Kline
Colorado Community College and Occupational Education System
1391 N. Speer Blvd., Suite 600
Denver, CO 80204-2554

The instructions for completing the Final Actual expenditures for each Vocational Education Program/Service are as follows:

A. General Information and Instructions

1. The VE-115 FINAL Actual Expenditure Report for Vocational Education is a four part, color coded, carbonless form. The form is preprinted with the school name and the school code number. Column 1 contains a preprinted listing of the approved vocational education programs/services for school year 1987-88, including the program identification number (ID NO.), the Classification of Instructional Programs code number (CIP CODE), the program level code number, and the program name. Please complete the form in accord with the following specific instructions; keep the blue copy for the school file and return the remaining three copies on or before August 15, 1988.

2. Report the actual expenditures for programs operated during the 1987-88 school year (July 1, 1987, to June 30, 1988

3. ALL EXPENDITURES REPORTED ARE TO BE ROUNDED TO THE NEAREST WHOLE DOLLAR.

4. Those postsecondary institutions which offer programs for secondary students from local school districts via contractual arrangements will have a VE-115 FINAL (SECONDARY) form which lists the approved secondary programs. These programs are identified as fund source (FS) 35 in the extreme right-hand column. Report the expenditures for the secondary programs in the VE-115 block identified as FS-35. The total costs reported should be equal to the total of the contracts with the participating districts by program. It is not necessary to calculate secondary FTE for Fund Source 35 secondary programs.

5. If the VE-115 FINAL preprinted form reflects programs which did not operate during 1987-88 school year, please indicate by drawing a line through the VE-115 block.

B. Specific Instructions for the Form VE-115 FINAL EXPENDITURE REPORT.

Column 1--The preprinted information is taken directly from the listing of state approved VE-120(b) Program Proposals. There should be no reason to change the preprinted information.

Column 2--The report is for school year 1987-88 (July 1, 1987, to June 30, 1988)

Column 3--NO. PR means number of programs. Enter the number of attendance centers where the program is offered. (For example: If the approved program is offered in two attendance centers, enter 2 in Column 3.)

(THERE IS NO COLUMN 4 ON THE VE-115 FINAL)

Column 5--FTE means full-time equivalent. Report the total FTE generated for each approved vocational program. This should include all FTE's generated including pre-employment, upgrading, and retraining, but should not include upgrading FTE's where such programs are operated on a cost recovery basis (see form VE-117A). Use the current FTE guidelines for calculating FTEs. Do not report FTE for special programs such as Supplementary Services for Disadvantaged students. Do not calculate secondary FTE's for Fund Source 35 programs.

Column 6--ENROL means enrollment. Report the unduplicated total head count enrollment in each vocational education program. The head count reported should be equal to the total of the enrollments reported in preparatory vocational programs (VE-135 enrollments) plus the enrollments of adult upgrading of students who were enrolled in approved courses, and reported on Form VE-117B.

Column 7--INSTR COSTS means instructional costs. Report the institution's total instructional costs for each program for the period July 1, 1987, to June 30, 1988. Instructional costs include the salary, fringe benefits, official travel, and professional development expenditures for full-time and part-time credentialed teachers, substitute, teachers, and teacher aides.

In those instances where the teacher(s) are assigned less than full-time to the vocational program and/or teach in more than one approved program, the costs should be prorated on the basis of percentage of time, the FTE's or enrollments served, or other basis which can be documented for audit purposes.

A separate VE-115 block has been provided for reporting vocational administrative costs. Vocational administrative costs include salaries and fringe benefits and other direct costs of credentialed vocational administrators. Other administrative costs should be reported as general administrative costs. General administrative costs should be reported as indirect costs in Column 11 on a prorated basis among the vocational programs. DO NOT REPORT ENROLLMENTS OR FTE's FOR ADMINISTRATORS.

Column 8--EQUIP COSTS means the costs for purchase of new equipment and repair and normal maintenance of equipment used in the vocational program. Equipment for this purpose is defined as machinery, tools, and other tangible personal property which is not consumed in normal usage and has a useful life of one year or more and an acquisition cost of $25 or more per unit. Equipment expenditures supported with federal funds, such as special disadvantaged programs, special sponsored funds, etc., must be supported by submitting a completed form VE-101 (goldenrod copy) along with the VE-115 FINAL. Proof of purchase must also be submitted. (Readable copies of invoices along with cancelled checks, or check numbers or copies of vouchers are necessary for proof of purchase.)

Column 9--BOOKS & OTHER means books and supplies and other miscellaneous cost. Report the cost of instructional materials, consumable supplies, and small tools and equipment which does not meet the definition of equipment (see above). Other miscellaneous costs may include costs such as:

1. Advisory committee meetings and activities
2. Advertising and publicity
3. Workmen's Compensation cost where applicable
4. Student organization activities paid by the institution

Column 10-INSTR SUPPT means instructional support. Report the costs of non-teaching support personnel such as clerical staff, vocational administration support personnel, etc. The costs of such personnel and/or materials should be prorated among the approved programs and documented for audit purposes.

Column 11-INDIR COSTS means indirect costs. Report the indirect costs, such as general administrative support, utilities, student services, security, health services, data processing, business office services, legal services, and other costs not reported elsewhere. THE INDIRECT COSTS REPORTED SHOULD BE PRORATED BY PROGRAM ON AN FTE OR OTHER BASIS WHICH CAN BE DOCUMENTED FOR AUDIT PURPOSES.

Column 12-REPL-VL EQUIP means replacement value of equipment used in the vocational program.

This item may be reported or disregarded at the option of the institution. If reported, it will not be used by the CCCOES as a normal annual program cost, but may be used to respond to specific requests for information.

If there are questions concerning the completion of the VE-115 Final Expenditure Report, please contact the appropriate Regional Field Representative (phone 620-4000 in Denver).

lj_perm_88VE115

VE-101 - Submit 3 copies

STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

219 Centennial Bldg.
1313 Sherman Street
Denver, Colorado 80203

FOR STATE USE ONLY

Date ....
Fiscal Year ....
School Code ....
ID No. ....
CIP Code ....
Fund Source ....
Amt. Encumbered ....

Equipment-Materials Application and Reimbursement Request

1. Name of School	**2. City**	**3. Dist. No.**

4. Type of Program — (Check One)

Guidance .... ☐ Agriculture .... ☐ Home Ec. (Wages) .... ☐ Trades & Industry .... ☐
Technical .... ☐ Distributive .... ☐ Office Occup. .... ☐ Health Occupations .... ☐ Other .... ☐

5. Equipment-materials to be used in .... **vocational program.**

6. Item No.	7. Description	8. No. of Units	9. Unit Cost	10. Estimated Cost	11. Actual Cost
				Total	

08927

Signed ....
Local Vocational Administrator .... Date .... Branch/Program Manager

Page .... of .... Pages

449

Date ....

1-VE-101-10M-8-83

MEMORANDUM

DATE:

TO:

FROM: Fiscal Office, Administrative Services Division

SUBJECT: Form VE-101 - Equipment-Materials Application Reimbursement Request

Enclosed please find form VE-101. This form is used to provide for prior approval of equipment to be purchased with Federal funds, and to provide for maintenance of an inventory of equipment purchased with Federal funds.

Your school's VE-115 Estimates which were approved by the Division of Occupational Education included a program or service in which Federal funds were approved for equipment purchases. The block in the upper, right-hand corner of the form (FOR STATE USE ONLY) indicates the amount of funding that has been approved and encumbered. Any increase in the amount must have prior approval of the State Program Manager. Item 5 indicates the name of the program for which the equipment may be purchased.

EQUIPMENT FOR THIS PURPOSE IS DEFINED AS MACHINERY, TOOLS, MATERIALS OR OTHER TANGIBLE PERSONAL PROPERTY WHICH IS NOT CONSUMED IN NORMAL USAGE, HAS A USEFUL LIFE OF ONE YEAR OR MORE AND AN ACQUISITION COST OF $25 OR MORE PER UNIT.

Do not include supplies or other items which fail to meet the definition of equipment on Form VE-101; the cost of supplies should be reported on the VE-115 Final Expenditure Report Column 9 (BOOKS & SUPPLIES).

Please list the items of equipment which the school proposes to purchase in accord with the following specific instructions.

Items 1 through 5 -These items have been prepared by the State Office in accord with the approved application.

Column 6 - Number chronologically each item of equipment for which approval is requested.

Column 7 - Adequately describe the item of equipment. Specific brand names may be indicated, if necessary to adequately describe the item of equipment.

Column 8 - Enter the number (quantity) of each item to be purchased.

Column 9 - Enter the anticipated cost per unit. Use a firm bid price if available, or a current catalog price list.

Column 11 - To be completed after the equipment has been paid for by the school. Enter the total actual cost for each approved item. If multiple units of the same item are purchased, enter the total cost of all units.

The form must be signed by the authorized Vocational Administrator. Enter the date the form is submitted. Return the white, canary, and pink copies to:

Fiscal Office
CCCOES
1391 North Speer Boulevard, Suite 600
Denver, Colorado 80204-2554

Retain the goldenrod and green copies in the school files.

When the proposed purchases have been approved by the appropriate State Program Manager, the Fiscal Office will return the signed pink copy of the form to the school. The signed pink copy is the school's authorization to purchase the approved equipment.

When the equipment has been purchased, enter the actual cost in Column 11 of the goldenrod copy, and return to the State Office along with the VE-115 Final Actual Expenditure Report. Proof of purchase must be provided. A copy of the invoice along with a copy of the check or payment voucher is necessary for proof of purchase. The check number, date issued and authorized signature written on the invoice may be substituted in place of a copy of the cancelled check.

It is understood that the Federal Government through the CCCOES, will retain an interest in all equipment with an acquisition cost of $300 or more per unit, purchased in part or fully with Federal funds.

The Fiscal Office will maintain an inventory of equipment with an acquisition cost of $300 or more per unit. Identification tags for each equipment item will be provided to the school for attachment to these equipment items; the school is responsible for identifying and tagging the equipment items purchased with Federal funds. Disposal of equipment purchased in part or fully with Federal funds must have prior approval of CCCOES.

Should there be questions concerning Form VE-101 or the above procedure, please contact the fiscal office. (Telephone 620-4000)

SAMPLE LETTER

TO: Program Manager - Handicapped & Disadvantaged

FROM: Name ______________________________
Title ______________________________
School ______________________________

SUBJECT: Transfer of Funds and/or Equipment Purchase

PROGRAM: _______________

CIP CODE: _______________

LEVEL: _________________

Please approve the following request(s):

1) Transfer of funds on the VE-115:

$__________
amount

From Column _______

To Column _________

2) Do you have a current VE-101 for this program? _____ Yes _____ No

If yes, add a sentence to the VE-101 reflecting this change in funds encumbered and skip to #3.

If no, a new VE-101 will be sent for you to complete and return.

3) If the VE-101 was submitted previously, complete these blanks.

Requesting permission to purchase the following equipment:

Description	No. of Units	Unit Cost	Estimated Cost

A copy of this form will be sent to you for your records.

COLORADO STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL ED.

VE-135

SCHOOL YEAR 1985-1986

INSTRUCTIONS: FOR ITEMS WITH CODES, CIRCLE THE APPROPRIATE CODE.
FOR ITEMS WITH DASHED LINES, FILL IN THE DATA.

1. PROGRAM INFORMATION

LEVEL ======= 1 = SECONDARY 2 = POSTSECONDARY

SCHOOL CODE = ------------------ (SEE 120B LIST)

CIP CODE ==== ------------------ (SEE 120B LIST)

ID NUMBER === ------------------ (SEE 120B LIST)

2. STUDENT SSN ====== ------------------ (9 DIGITS) (NO HYPHENS)

3. TEACHER LAST NAME ------------------ (FIRST 3 LETTERS)

4. STUDENT NAME ===== --- (21 CHAR.) (LAST NAME FIRST) (NO COMMA AFTER LAST NAME)

5. STUDENT PHONE ==== ------------------ (7 DIGITS) (NO HYPHEN)

6. STUDENT SEX ====== 1 = MALE
2 = FEMALE

7. ETHNIC ORIGIN ==== 1 = AMERICAN INDIAN
2 = BLACK
3 = ASIAN
4 = HISPANIC
5 = WHITE
6 = NON-RES. ALIEN

8. GRADE ============ 09 10 11 12 SP 13 14 SP

<<<<SECONDARY>>>>> <POSTSEC.>

9. YEAR OF BIRTH ==== ---------- (EXAMPLE: 1970 = 70)

10. MILITARY ======== BLANK = NOT VETERAN - NOT ON ACTIVE DUTY
1 = GETS BENEFITS - NOT ON ACTIVE DUTY
2 = ON ACTIVE DUTY
3 = VETERAN - NOT ON ACTIVE DUTY

11. COLORADO RESIDENT BLANK = YES
1 = NO

12. EDUCATIONAL PLAN 1 = CERTIFICATE
2 = ASSOCIATE DEGREE

<<<<<APPLIES TO POSTSECONDARY PROGRAMS ONLY>>>>>

13. COOP CIP CODE === ------------ (6 DIGITS) (NO DECIMAL)

14. COMPLETION STATUS 1 = COMPLETED THE PROGRAM
2 = PARTIAL COMPLETER - MORE THAN 50 PCT.
3 = NON-COMPLETER - 50 PCT. OR LESS
4 = CONTINUING IN THE PROGRAM

15. LIMITED ENGLISH BLANK = NO PROBLEM WITH ENGLISH LANGUAGE
1 = HAS LIMITED ENGLISH PROFICIENCY

16. HANDICAPPED ===== BLANK = NOT HANDICAPPED
A = MENTALLY RETARDED
B = HARD OF HEARING
C = DEAF
D = SPEECH IMPAIRED
E = VISUALLY HANDICAPPED
F = SERIOUSLY EMOTIONALLY DISTURBED
G = ORTHOPEDICALLY IMPAIRED
H = OTHER HEALTH IMPAIRED
I = SPECIFIC LEARNING DISABILITY
J = DEAF AND BLIND
K = MULTI-HANDICAPPED

17. DISADVANTAGED === BLANK = NOT DISADVANTAGED
1 = ECONOMICALLY DISADVANTAGED
2 = ACADEMICALLY DISADVANTAGED
3 = BOTH ECONOMICALLY AND ACADEMICALLY DISADVANTAGED

18. SUPPLEMENTL.SERV. BLANK = DOES NOT RECEIVE SUPPLEMENTL.SERV.
1 = RECEIVES SUPPLEMENTAL SERVICES

19. OPTION CODE FOR B.O.E. 07.0601 UMBRELLA PROGRAMS
A = ACCOUNTING C = CLERICAL
B = SECRETARIAL D = DATA PROCESSING

FORM A

CCCOES

SUPPLEMENTAL SERVICES DATA ENTRY FORM

DATA ITEMS ENTERED DATA

==

Institution ID Number ______________________________

Institution Name ______________________________

Student SS# ______________________________

Student Last Name ______________________________

Student First Name ______________________________

Student Gender ______________________________

Birth Year ______________________________

CIP CODE ______________________________

Service Hours ______________________________

Program Level ______________________________

Ethnic Origin ______________________________

Limited English ______________________________

Handicapped ______________________________

Disadvantaged ______________________________

Referral Reason ______________________________

Educational Services Provided ______________________________

Special Services ______________________________

Referral to Other Services ______________________________

Educational Plan ______________________________

Completion Codes ______________________________

11. ETHNIC ORIGINS
A: American Indian
B: Black
C: Asian
D: Hispanic
E: White
F: Other

13. HANDICAPPED
A: Mentally Retarded
B: Hearing Impaired
C: Deaf
D: Speech Impaired
E: Visually Impaired
F: Emotionally Disturbed
G: Orthopedic Impaired
H: Other Health Impaired
I: Learning Disabled
J: Deaf and Blind
K: Multi-handicapped
0: Not Handicapped

14. DISADVANTAGED
A: Economic. Disadvantaged
B: Academic. Disadvantaged
C: Both Econ./ Acad. Disad.
0: Not Disadvantaged

15. REASONS FOR REFERRAL
0: no more referral codes
A: Voc. reading skills
B: Voc. writing skills
C: Basic voc. math skills
D: Oral communication
E: Study/test taking
F: Voc. skill deficit
G: Perform below grade
H: Excessive Absences
I: Attitude
J: Voc. skill reinforcemnt
K: Poor job performance
L: Limited English
M: Handicap Modification
N: Vocational Assessment
O: Job seeking skills
P: Other

16. EDUCATIONAL SERVICES
0: no more entries
A: Voc. Reading Comprehen.
B: Vocational Writing
C: Voc./Applied Math
D: Oral Communication
E: English/ 2nd language
F: Study/Test Taking

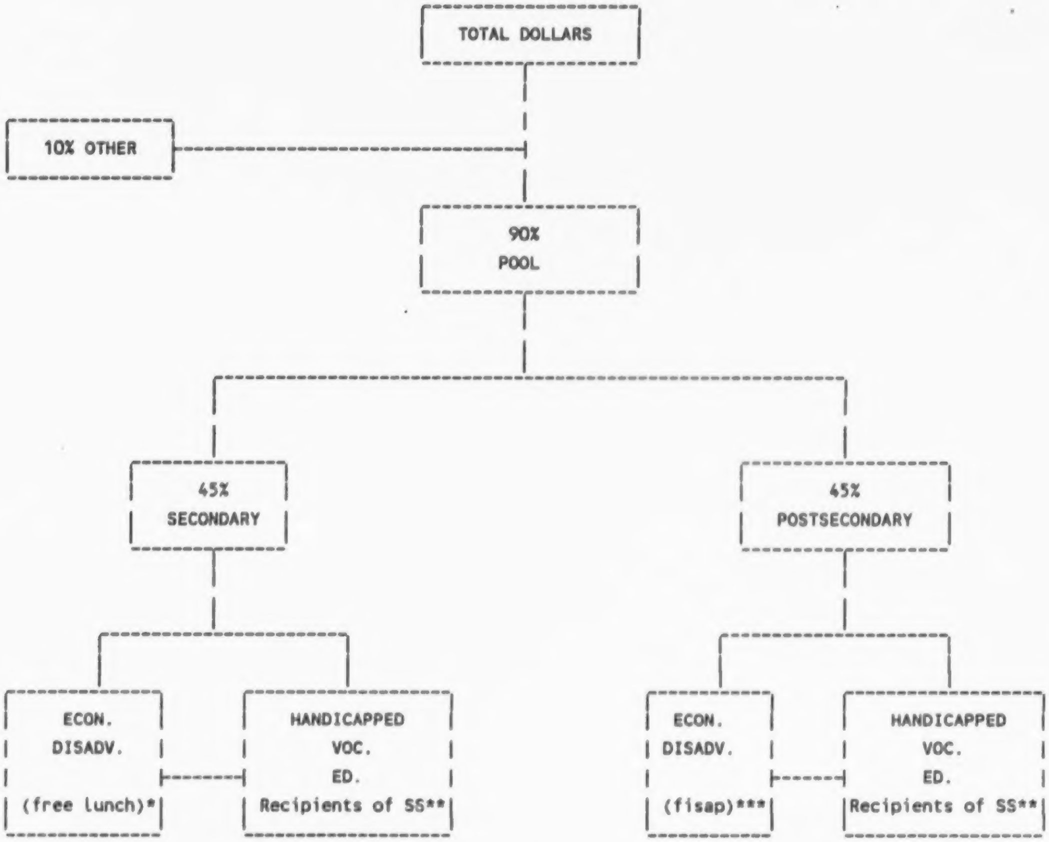
sb_perm13.nh
(9/9/88)

17. SPECIAL SERVICES
0: no more entries
A: Provide Oral Testing
B: Interpreter Services
C: Provide Translations
D: Reader Services
E: A-V Materials
F: Instructional Material
G: Modify Prog. Objective
H: Modify Curriculum
I: Instructor Consultat.
J: Specialized Equipment
K: Vocational Assessment
L: Voc. English Developmnt
M: Counseling
N: Transportation
O: Job Seeking Skills
P: Other

19. EDUCATIONAL PLAN
A: Certificate
B: High School Diploma
C: Degree
D: Potential Student
E: Skill Upgrade
F: None

20: COMPLETION STATUS
A: Completed/ M.A. Employed
B: Completed/ R.A. Employed
C: Completed/ UR.A.Employ.
D: Completed/ Unemployed
E: Continuing in program
F: Part.Completer/employed
G: Part.Completer/unemploy
H: Refer to another agency
I: Changed voc. objectives
J: Non-C/unable meet needs
K: Non-Comp/school dropout
L: Non-Complete/terminated

HANDICAPPED ENTITLEMENT


TOTAL DOLLARS
10% OTHER
90% POOL
45% SECONDARY
45% POSTSECONDARY
ECON. DISADV. (free lunch)*
HANDICAPPED VOC. ED. Recipients of SS**
ECON. DISADV. (fisap)***
HANDICAPPED VOC. ED. Recipients of SS**

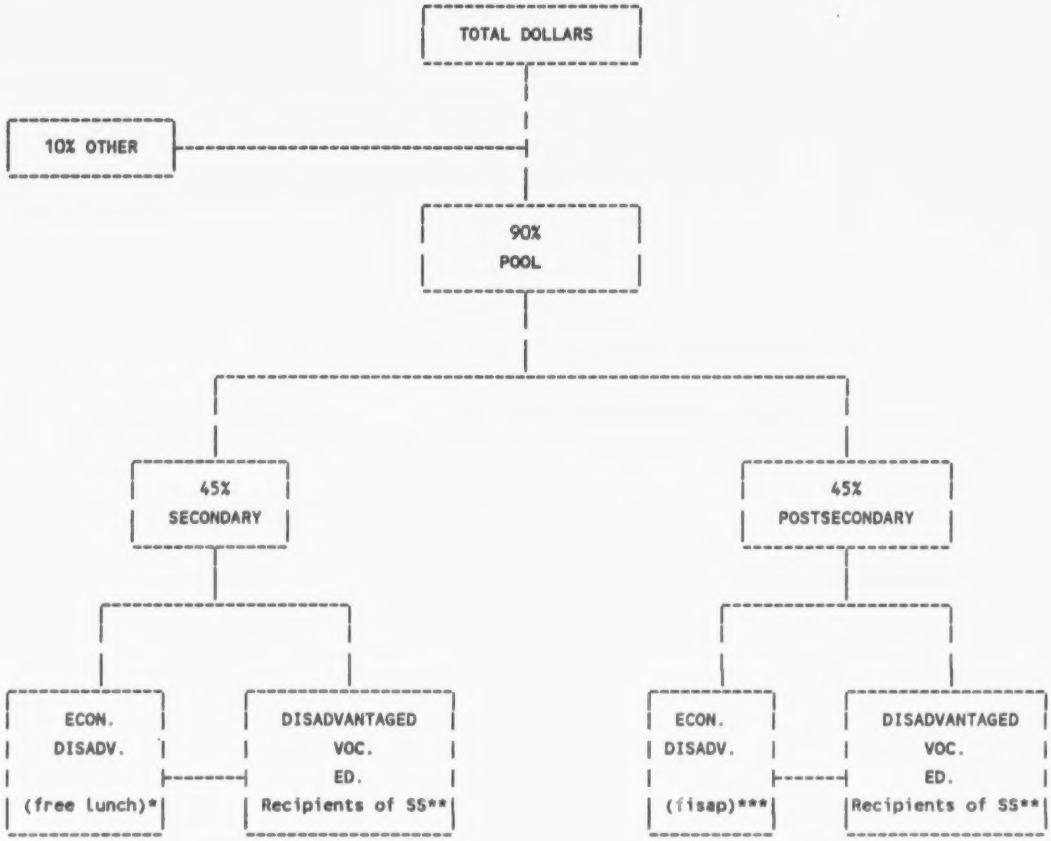
$$\frac{\text{Number of Economically Disadvantaged Within school or LEA (Local Education Agency)}}{\text{Number of Economically Disadvantaged Within state (all participating schools)}} + \frac{\text{Number of Handicapped in Vocational Education within school or LEA}}{\text{Number of Handicapped In Voc Ed Within State (all participating schools)}}$$

* free lunch: number of students receiving free or reduced cost lunch

** SS: Supplemental Services

*** fisap: number of students within a school awarded financial aid

DISADVANTAGED ENTITLEMENT


TOTAL DOLLARS
10% OTHER
90%
POOL
45%
SECONDARY
45%
POSTSECONDARY
ECON.
DISADV.
(free lunch)*
DISADVANTAGED
VOC.
ED.
Recipients of SS**
ECON.
DISADV.
(fisap)***
DISADVANTAGED
VOC.
ED.
Recipients of SS**

Number of Economically Disadvantaged
Within school or LEA (Local Education Agency)
Number of Economically Disadvantaged
Within state (all participating schools)

+

Number of Disadvantaged
in Vocational Education
within school or LEA
Number of Disadvantaged
In Voc Ed Within
State (all participating schools)

of this award, some dollars are targeted to be used to assist Limited English Proficient (LEP) Students. The amount of dollars are calculated using this formula:

Total $ awarded for
disadvantaged within
school/LEA

x

No. of LEP in Voc Ed
within school
No. of LEP in Voc Ed
within state (all participating schools)

* free lunch: number of students receiving free or reduced cost lunch
** SS: Supplemental Services
*** fisap: number of students within a school awarded financial aid

SUPPLEMENTAL SERVICE MANUAL

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Accessibility Modifications: Guidelines for modification to existing buildings for accessibility to the handicapped, Publication # 2a, Office of Civil Rights.

Steps Toward Campus Accessibility: A report on the progress campuses have made in achieving accessibility, along with a presentation of practical solutions campuses have applied to accessibility problems Publication # 4, Office of Civil Rights.

Resource Guide to Architectural Barrier Removal: A list of available resources which can meet information needs, to indicate whose funding can be obtained, and which publications are available through various agencies of the federal government. Publication #5, Office of Civil Rights.

Access to Transportation: A booklet that covers handicapped and elderly rights to accessible transportation. Publication #8, Office of Civil Rights.

Full Mobility - Counting the Cost of the Alternatives: A booklet that analyzes the cost of providing public transportation service to disabled individuals. Publication # 9, Office of Civil Rights.

Resource Guide to Literature on Barrier Free Environments: The Architectural and Transportation Barriers Compliance Board early recognized the need for a guide on architectural barrier free design. Publication #12, Office of Civil Rights.

Basic 504 Information

Section 504 of the Rehabilitation Act of 1973: Handicapped Persons Rights Under Federal Law: This pamphlet provides a description of the requirements of Section 504. It also outlines the procedures for filing a complaint with OCR. Publication #16, Office of Civil Rights.

Elementary and Secondary Education

A Training and Resource Directory for Teachers Serving Handicapped Students K-12: A guide to the national, state, and local agencies, as well as organizations that are sources of material, services and technical assistance, along with literature and media on educational services for handicapped students. Publication #19, Office of Civil Rights.

Resource Guide for Parents and Educators of Blind Children: A book of practical suggestions applicable from infancy through high school, for all who are concerned about blind children. Publication #20, Office of Civil Rights.

Section 504 Self-Evaluation Guide for Pre-School, Elementary, Secondary, and Adult Education: A guide in helping schools extend their programs to handicapped persons who have been denied their rights to a free appropriate and public education. Publication #23, Office of Civil Rights.

Postsecondary Education

Section 504 Self-Evaluation for Colleges and Universities: A guide to the development of training materials, training workshops and information services to assist colleges and universities in providing access for handicapped students and employees. Publication #25, Office of Civil Rights.

Secondary Level Special Education: Preparation for Employment: A handbook of secondary level special education and related services as a preparation for employment, by Jane Ann Razeghi. Publication #29, Office of Civil Rights.

General Information

Regional Directory of Services for Deaf Persons, Region VIII: A brochure to acquaint persons with services and interpreters for the deaf within the states of Colorado, Montana, North Dakota, South Dakota, Utah and Wyoming. Publication #41, Office of Civil Rights.

Planning Effective Advocacy Programs: Guidelines for enhancing the capabilities of existing organizations ensuring the effectiveness of new ones. Publication #42, Office of Civil Rights.

Title IX and Sex Discrimination: This pamphlet provides the requirements of Title IX. It also outlines procedures for filing a complaint or how to obtain additional information. Publication #48, Office of Civil Rights.

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